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ABSTRACT

The 17th annual report to Congress describes progress in implementing the Individuals with Disabilities Education Act (IDEA) based on data collection and analyses of the Office of Special Education Programs (OSEP). A list of acronyms and an executive summary providing highlights of the report by chapter precede the report's main body. The seven chapters then present comprehensive information on the following topics: (1) school-age students with disabilities served, placement and exiting patterns, and personnel who provide special education and related services; (2) meeting the needs of infants, toddlers, and preschool children with disabilities; (3) the relationship of secondary school experiences to the early post-school results of youth with disabilities; (4) educational results for students with disabilities; (5) financing services for students with disabilities; (6) assisting states and localities in educating all children with disabilities; and (7) serving students with disabilities in rural areas. Extensive appendices include 36 data tables on child counts, educational environments, populations, personnel, exiting, and finance; summaries of studies conducted under the State Agency/Federal Evaluation Studies program; data on services for children and youth with deaf-blindness; profiles of OSEP's program agenda; a summary of Regional Resource Center Activities; activities and results from the State Systems Change Transition Grants; activities of the Parent Training and Information Centers; activities of three OSEP-funded information clearinghouses; and a description of a Knowledge Utilization Plan for facilitating the use of information for program improvement. An additional 75 tables and 7 figures throughout the report provide additional detail. (DB)

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TO ASSURE THE FREE APPROPRIATE PUBLIC EDUCATION OF ALL CHILDREN WITH DISABILITIES

Individuals with Disabilities Education Act, Section 618

Seventeenth Annual Report to Congress on the Implementation of The Individuals with Disabilities Education Act

U.S. Department of Education

1995

PREFACE

Each year, the Office of Special Education Programs (OSEP) collects and analyzes information to assess the extent to which all students with disabilities are receiving a free, appropriate public education, as ensured by the Individuals with Disabilities Education Act (IDEA). This Seventeenth Annual Report to Congress is designed to consolidate and communicate the results of those information collections and analyses. It contains seven chapters and a number of appendices. Two topics that are discussed in this year's Annual Report are the provision of services to students with disabilities in inclusive settings and the educational results of students with disabilities. Key aspects of these issues are included in the Executive Summary.

Chapter 1 begins with a brief description of IDEA. Then, the Formula Grants Program section describes the financial assistance provided to States educating children and youth with disabilities under two Federal programs, Part B and Chapter 1 (SOP), during the 1993-94 school year. The chapter also includes data on the numbers of students receiving special education and related services, the types of disabilities they have, the settings in which they are educated and some of the benefits of serving students in inclusive environments, and the bases by which they leave special education. The results of the pilot test of the Performance Assessment for Self-Sufficiency (PASS) instrument and expert system for reporting data on anticipated service needs is also included. Finally, the number of staff who provide special education and related services, and the number of additional personnel needed, is reported.

Chapter 2 provides information on the role of the IDEA, Part H and Preschool Grants Program in meeting the needs of infants and toddlers and their families and preschoolers with disabilities. The chapter has three main sections. First, the implementation of the Part H program for infants and toddlers with disabilities is described. Included in this section is information about State allocations, the number of eligible infants and toddlers served, the settings utilized, and the number of personnel employed and needed. Implementation issues related to refining data collection systems and a wide range of coordination efforts are also discussed. Second, the number of children age 3 through 5 served by the Preschool Grants Program, the number of personnel employed and needed, and the educational placements used are reported. Several implementation issues are also highlighted. Third, the discretionary programs and research projects sponsored by OSEP to address the needs of young children and their families, including the Early Education Program for Children with Disabilities (EEPCD), are described.

Chapter 3 examines the relationship between the secondary school experiences of students with disabilities and their accomplishments in the three years after leaving secondary school. The chapter is based on the congressionally mandated National Longitudinal Transition Study (NLTS) that was completed for OSEP by SRI International. The chapter begins with a description of the secondary school experiences of these students and policy suggestions that support inclusion, and concludes with a description of four post-school results for these students: participation in postsecondary programs, employment, independent living, and participation in their communities.

Chapter 4 is based on activities completed by the National Center on Educational Outcomes (NCEO). It focuses on NCEO's ongoing analyses of current State and national assessment practices for students with disabilities. The chapter describes recent developments in State assessments of students with disabilities, the 1992 National Adult Literary Survey (NALS) data collection efforts, and the plans of the National Center for Education Statistics to improve the inclusion of students with disabilities in national education data collection efforts.

Chapter 5 reports on the work of the Center for Special Education Finance (CSEF), which is one of several research centers funded by OSERS. The chapter summarizes some of CSEF's research during its first two years of operations (FY 1993 and FY 1994). The three sections in this chapter focuses on: (1) Federal funding for special education services, including a historical overview of Federal legislation; (2) State special education funding, with an emphasis on State finance reform efforts that include fiscal policies that foster inclusion; and (3) a case study of a State-level cost analysis project.

Chapter 6 describes OSEP efforts to assist States and local school districts in educating students with disabilities. The chapter describes the three-year staggered State plan review process and the ongoing implementation of State Plan Academies to provide training to key staff members from SEAs that are to submit plans. The chapter also reports the results of compliance reviews.

Chapter 7 contains a review of the literature on the provision of services to students with disabilities in rural areas. This chapter is one of a series of reviews addressing the unique needs of special populations with disabilities, begun in the Fourteenth Annual Report to Congress. Information from several data sources was used to describe the number and characteristics of students with disabilities in rural areas, the factors affecting the provision of special education to these students, and the types of services that were offered.

In addition to the report's seven chapters, a series of appendices are included. Appendix A is composed of data tables on child count, educational environment, personnel, exiting, population and enrollment, and fiscal awards. Tables presenting data on the number of individuals trained by OSEP-funded personnel training projects constitute Appendix B. Appendices C and D contain summaries and abstracts of studies conducted under the State Agency/Federal Evaluation Studies (SAFES) program. Appendix E contains data on services for children and youth with deaf-blindness. Appendix F provides profiles of OSEP's program agenda. Appendix G contains a summary of Regional Resource Center activities. Appendix H contains a summary of the activities and results reported by the grantees from the State Systems Change Transition Grants. Appendix I describes the activities of the Parent Training and Information Centers. Appendix J reports on the activities of three OSEP-funded information clearinghouses. Finally, Appendix K describes a Knowledge Utilization Plan to promote and facilitate the use of information for program improvement.

CONTENTS

Page

Preface i

List of Acronyms xvii

Executive Summary xix

Chapter 1. School-Age Students with Disabilities Served, Placement and Exiting Patterns, and Personnel Who Provide Special Education and Related Services 1

- Formula Grant Programs 2
- Number of Children and Youth with Disabilities Served Under Part B and Chapter 1 (SOP) 7
- Educational Placements of Students with Disabilities 13
- Students with Disabilities Exiting Educational Programs 21
- Services Anticipated to Be Needed by Exiting Students with Disabilities: Results of the PASS Pilot Test 24
- Personnel Employed and Needed to Serve Students with Disabilities 28
- Summary and Implications 33

Chapter 2. Meeting the Needs of Infants, Toddlers, and Preschool Children with Disabilities 39

- Implementation of the Part H Program 40
- Implementation of the Preschool Grants Program 56
- Other OSEP Programs and Projects Benefitting Young Children with Disabilities 64
- Summary and Implications 70

Chapter 3. The Relationship of Secondary School Experiences to the Early Post-School Results of Youth with Disabilities 73

- Assessing the Impact of Secondary School Experiences 75
- Post-School Results 76
- Understanding the Context 84
- Interpreting the Impact of Time in Regular Education 87
- Summary and Implications 87

Chapter 4. Results for Students with Disabilities 93

- Data from State Assessments 94
- Data from National Assessments 107
- Summary and Implications 110

Contents (continued)

Page

Chapter 5. Financing Services for Students with Disabilities 113

Federal Funding for Special Education 114
Special Education Funding in the States 115
Fiscal Policies that Foster Inclusion 119
State-Level Cost Analyses: Kentucky Case Study 121
Summary and Implications 125

Chapter 6. Assisting States and Localities in Educating All Children with Disabilities 129

The Federal Program Review Process 130
Refinements to OSEP's Monitoring Procedures Implemented in the 1994-95 School Year 131
Summary and Implications 138

Chapter 7. Serving Students with Disabilities in Rural Areas 145

Defining Rural School Districts and Schools 145
Number and Characteristics of Students with Disabilities in Rural Districts 147
Factors Associated with the Provision of Special Education to Students with Disabilities in Rural Districts 149
Services for Students with Disabilities in Rural Schools 156
Summary and Implications 165

Appendices

Appendix A. Data Tables

Section A. Child Count Tables

Table AA1 Number of Children Served Under IDEA, Part B and Chapter 1 of ESEA (SOP) by Age Group During the 1993-94 School Year A-1

Table AA2 Number of Children Served Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1993-94 School Year A-2

Table AA3 Number of Children Age 6-21 Served Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1993-94 School Year A-3

Contents (continued)

Page

Table AA4 Number of Children Age 6-21 Served Under IDEA, Part B and Chapter 1 of ESEA (SOP) by Disability During the 1993-94 School Year A-4

Table AA5 Number of Children Age 6-11 Served Under IDEA, Part B and Chapter 1 of ESEA (SOP) by Disability During the 1993-94 School Year A-6

Table AA6 Number of Children Age 12-17 Served Under IDEA, Part B and Chapter 1 of ESEA (SOP) by Disability During the 1993-94 School Year A-8

Table AA7 Number of Children Age 18-21 Served Under IDEA, Part B and Chapter 1 of ESEA (SOP) by Disability During the 1993-94 School Year A-10

Table AA8 Number of Children Served Under IDEA, Part B and Chapter 1 of ESEA (SOP) by Disability and Age During the 1993-94 School Year A-12

Table AA9 Number of Children Served Under IDEA, Part B and Chapter 1 of ESEA (SOP) by Age During the 1993-94 School Year A-13

Table AA10 Number and Change in Number of Children Served Under IDEA, Part B and Chapter 1 of ESEA (SOP) A-16

Table AA11 Number and Change in Number of Children Age 6-21 Served Under IDEA, Part B A-17

Table AA12 Percentage (Based on Estimated Resident Population) of Children Served Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1993-94 School Year A-30

Table AA13 Percentage (Based on Estimated Resident Population) of Children Served Under IDEA, Part B and Chapter 1 of ESEA (SOP) by Age Group During the 1993-94 School Year A-31

Contents (continued)

Page

Table AA14 Percentage (Based on Estimated Resident Population) of Children Age 6-21 Served Under IDEA, Part B and Chapter 1 of ESEA (SOP) by Disability During the 1993-94 School Year A-32

Table AA15 Percentage (Based on Estimated Resident Population) of Children Age 6-17 Served Under IDEA, Part B and Chapter 1 of ESEA (SOP) by Disability During the 1993-94 School Year A-34

Table AA16 Percentage (Based on Estimated Enrollment) of Children Age 6-17 Served Under IDEA, Part B and Chapter 1 of ESEA (SOP) by Disability During the 1993-94 School Year A-36

Section B. Educational Environments Tables

Table AB1 Number of Children Age 3-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year A-38

Table AB2 Number of Children Age 6-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year A-41

Table AB3 Number of Children Age 3-5 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year A-67

Table AB4 Number of Children Age 6-11 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year A-69

Table AB5 Number of Children Age 12-17 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year A-95

Contents (continued)

Page

Table AB6 Number of Children Age 18-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year A-121

Section C. Personnel Tables

Table AC1 Number of Special Education Teachers Employed and Needed to Serve Children with Disabilities Age 3-5 During the 1992-93 School Year A-147

Table AC2 Number of Special Education Teachers Employed and Needed to Serve Children with Disabilities Age 6-21 During the 1992-93 School Year A-148

Table AC3 School Staff Other Than Special Education Teachers Employed and Needed to Serve Children with Disabilities Age 3-21 During the 1992-93 School Year A-152

Section D. Exiting Tables

Table AD1 Number of Students Age 14 and Older Exiting the Educational System During the 1992-93 School Year A-157

Table AD2 Number and Percentage (Based on Age 14-21 Child Count) of Students with Disabilities Exiting the Educational System/Special Education During the 1992-93 School Year . . . A-209

Section F. Population and Enrollment Tables

Table AF1 Estimated Resident Population for Children Age 3-21 . . . . A-222

Table AF2 Estimated Resident Population for Children Birth Through Age 2 . . . . A-223

Table AF3 Estimated Resident Population for Children Age 3-5 . . . . A-224

Contents (continued)

Page

Table AF4 Estimated Resident Population for Children Age 6-17 .... A-225

Table AF5 Estimated Resident Population for Children Age 18-21 .... A-226

Table AF6 Enrollment for Students in Grades Pre-Kindergarten Through Twelve A-227

Section G. Financial Table

Table AG1 State Grant Awards Under IDEA, Part B, Chapter 1 of ESEA (SOP), Preschool Grant Program, and Part H A-228

Section H.

Table AH1 Number of Infants and Toddlers Birth Through Age 2 Served in Different Early Intervention Settings Under Part H A-229

Table AH2 Number and Type of Personnel Employed and Needed to Provide Early Intervention Services to Infants and Toddlers with Disabilities and Their Families A-233

Notes for Appendix A A-237

Appendix B. OSEP Special Education Personnel Training Activities

Appendix C. Summaries of State Agency/Federal Evaluation Studies Program

Appendix D. Abstracts of State Agency/Federal Evaluation Studies Program

Appendix E. Additional Data on Services for Deaf-Blind Children and Youth

Appendix F. Profiles of the Program Agenda

Appendix G. Activities of the Regional Resource Centers

Appendix H. Activities and Results of the State Transition Grants

Appendix I. Activities of Parent Training and Information Centers

Appendix J. Activities of OSEP-Funded Clearinghouses

LIST OF TABLES

Page

Table 1.1 Part B State Grant Program: Funds Appropriated, 1977-94 3

Table 1.2 Chapter 1 (SOP) State Formula Grant: Funds Appropriated, FY 1966-94 5

Table 1.3 Children and Youth Served Under Part B and Chapter 1 (SOP): Percentage Change and Number Served, School Years 1976-77 through 1993-94 8

Table 1.4 Number of Children Served Under Chapter 1 (SOP) by Age Group: School Years 1992-93 through 1993-94 9

Table 1.5 Number of Children Served Under Part B and Chapter 1 (SOP) by Age Group: School Years 1992-93 through 1993-94 10

Table 1.6 Number and Percentage Change of Students Age 6 through 21 Served Under Part B and Chapter 1 (SOP): School Years 1992-93 through 1993-94 11

Table 1.7 Percentage of Students with Disabilities Age 6 through 21 Served in Different Educational Environments, by Disability: School Year 1992-93 17

Table 1.8 Positive Learning and Social Results Using Inclusive School Practices 20

Table 1.9 Number and Percentage of Students 14 and Older Exiting Educational Programs, by Disability: School Year 1992-93 23

Table 1.10 Percentage of Students with Disabilities 14 and Older Graduating with a Diploma or Certificate: School Years 1988-89 to 1992-93 24

Table 1.11 Percentage of Students with Disabilities Exiting the Educational System in the 1991-92 School Year Anticipated to Have a Primary Need for Services Beyond High School 27

Table 1.12 Special Education Teachers Employed to Serve Students Age 6 through 21 Served Under Part B and Chapter 1 (SOP): School Year 1992-93 29

Contents (continued)

Page

Table 1.13 Special Education Personnel Other Than Special Education Teachers Employed and Needed to Serve Students with Disabilities Age 3 through 21: School Year 1992-93 31

Table 1.14 Special Education Teachers Needed to Serve Students with Disabilities Age 6 through 21: School Year 1992-93 32

Table 2.1 Grant Awards Under Part H Appropriation Year 1993, Allocation Year 1993-94 41

Table 2.2 Change in Total Number of Infants and Toddlers from Birth Through Age 2 Served Since 1989 Under Chapter 1 (SOP) and All Other Programs 43

Table 2.3 Number of Infants and Toddlers Receiving Early Intervention Services Under Chapter 1 (SOP) and Other Programs: December 1, 1993 44

Table 2.4 Number of Infants and Toddlers from Birth Through Age Two Receiving Services in Different Early Intervention Settings: December 1, 1992 47

Table 2.5 Early Intervention Services on IFSPs Provided to Infants, Toddlers, and Their Families in Accord with Part H: December 1, 1992 49

Table 2.6 Number of Personnel Employed and Needed to Provide Early Intervention Services to Infants and Toddlers with Disabilities and Their Families: December 1, 1992 54

Table 2.7 Age at which Children Are Eligible for FAPE, and the Legislative Year in which States and Outlying Areas Assured FAPE 57

Table 2.8 Number of Special Education Teachers Employed and Needed to Serve Children with Disabilities Age 3-5: School Year 1992-93 59

Table 3.1 Post-School Results for Youth with Disabilities Up to 3 Years Out of Secondary School 78

Table 3.2 Regular Education Participation and Postsecondary School Enrollment 79

Table 3.3 Regular Education and Employment 81

Table 3.4 Independent Living and Regular Education 83

Contents (continued)

Page

Table 3.5 Dimensions of Community Participation and Regular Education 85

Table 4.1 State and Outlying Area Estimates of the Percentage of Students with Disabilities Participating in Statewide Assessments of Academic Achievement 97

Table 4.2 State and Outlying Area Criteria Included in Written Guidelines on Participation of Students with Disabilities in Statewide Assessments 99

Table 4.3 Some Typical Types of Accommodations Used in Statewide Assessments 100

Table 4.4 Number of States and Outlying Areas Using Written Guidelines on Assessment Accommodations for Students with Disabilities 102

Table 4.5 Assumptions Underlying NCEO's Recommendations for State Participation and Accommodation Decisions 104

Table 4.6 Percentage of Adults with Disabilities and Other Conditions Performing in Levels 4 and 5 110

Table 5.1 Special Education Finance Reform in the States 117

Table 5.2 Comparing Statewide Expenditures and Revenues for Special Education 123

Table 5.3 The Relationship Between the Costs Per Pupil of Special and Regular Education Personnel 125

Table 6.1 Typical Steps in On-Site Monitoring Reviews 139

Table 6.2 Schedule of On-Site Monitoring Reviews 141

Table 6.3 Final Monitoring Reports Issued During FY 1994 142

Table 6.4 Summary of Findings in Final Monitoring Reports Issued During FY 1994 143

Table 7.1 Estimated Number and Percentage of Students with Disabilities in Rural and Non-Rural School Districts During the 1990-91 School Year 148

Contents (continued)

Page

Table 7.2 Estimated Percentage of Students with Disabilities in Full-Time and Part-Time Special Education Placements for Rural and Non-Rural Districts During the 1990-91 School Year 152

Table 7.3 Courses Taken by Students with Disabilities in Rural, Suburban, and Urban Schools During Their Most Recent Year in Secondary School 157

Table 7.4 Services Received by Youth with Disabilities in Rural, Suburban, and Urban Schools During Their Most Recent Year in Secondary School 158

Table 7.5 Percentage of Students with Disabilities in Rural, Suburban, and Urban Schools Participating in Vocational Education During Their Most Recent Year in Secondary School 159

Table 7.6 Services and Programs Available in Rural, Suburban, and Urban Schools Attended by Secondary Students with Disabilities 160

Table 7.7 Percentage of Youth with Disabilities who Received Different Vocational Services in Rural, Suburban, and Urban Schools in Their Most Recent Year of Secondary School 161

Table 7.8 Percentage of Students with Disabilities in Rural, Suburban, and Urban Schools Studying Specific Vocational Education Fields During Their Most Recent Year in Secondary School 162

Table 7.9 Accommodations Provided for Secondary Students with Disabilities in Vocational Education Classes in Rural, Suburban, and Urban Schools 164

Table 7.10 Average Hours of Services Received by Youth with Disabilities in Rural, Suburban, and Urban Schools During Their Most Recent Year in Secondary School 165

Table A.1 State Reporting Patterns Child Count Data 1993-94, Other Data 1992-93 . . . . A-237

Table B.1 Full- and Part-Time Students Enrolled in Preservice Training Funded by Division of Personnel Preparation (DPP): Number and Distribution, FY 1993 . . . . B-1

Contents (continued)

Page

Table B.2 Degree Recipients in Programs Funded by DPP Grants: Number and Distribution, FY 1993 . . . . B-3

Table B.3 State or Professional Certification Received in Programs Funded by DPP Grants: Number and Distribution, FY 1993 . . . . B-5

Table E.1 As of December 1, 1993 Count: Children with Deaf-Blindness E-1

Table E.2 As of December 1, 1993 Count: Students with Disabilities in Addition to Deaf-Blindness E-3

Table E.3 As of December 1, 1993 Count: Degree of Hearing and Vision Loss E-5

Table E.4a As of December 1, 1993 Count: Major Cause of Deaf-Blindness -- Syndromes E-9

Table E.4b Major Cause: Multiple Congenital Anomalies E-11

Table E.4c Major Cause: Congenital Prenatal Dysfunction E-13

Table E.4d Major Cause: Post-natal Causes E-15

Table E.4e Major Cause: Other Causes E-17

Table E.5 As of December 1, 1993 Count: Educational and Living Setting for Children with Deaf-Blindness E-19

Table F.1 Framework for the Program for Children with Severe Disabilities . . . F-11

Table I.1 Number of Parents Served by Parent Training Grantees by Disability Condition of Their Children I-1

Table I.2 Number of Parent Training Grantees Providing Training by Purpose and Type of Training I-2

Table I.3 Number of Agencies and Organizations Consulted by Parent Training Grantees I-3

Table I.4 Number of Parent Training Grantees Using Various Strategies to Reach Parents of Minority Children I-4

Contents (continued)

Page

Table I.5 Number of Grantees Participating in Various Networking Activities by Level of Contact I-5

Table J.1 National Clearinghouse for Professionals in Special Education - Number of Requestors with Self-Reported Disabilities: Year Two, October 1, 1993 - September 30, 1994 . . . . J-2

Table J.2 National Clearinghouse for Professionals in Special Education - Occupation Summary: Year One, October 1, 1993 - September 30, 1994 . . . . J-3

Table J.3 National Clearinghouse for Professions in Special Education - Use of Information Summary: Year One, October 1, 1993 - September 30, 1994 . . . . J-4

Table J.4 Number of Individuals Served by HEATH: 1993-94 . . . . J-11

Table J.5 Subscribers to "Information from HEATH" J-12

Table J.6 NICHCY Data Collection Information: January 1 - December 31, 1994 . . . . J-16

LIST OF FIGURES

Page

Figure 1.1 Percentage of Students Age 6 through 21 with Disabilities Served in Different Educational Environments: School Years 1988-89 through 1992-93 15

Figure 1.2 Percentage of Students with Disabilities, by Age Group, Served in Different Educational Environments: School Year 1992-93 16

Figure 2.1 Settings in which Early Intervention Services Are Delivered, by Age Group, 1992-93 48

Figure 4.1 States and Outlying Areas Collecting Achievement Data on Students with Disabilities 95

Figure 4.2 States and Outlying Areas with Accessible Achievement Data on Students with Disabilities in 1993 96

Figure 4.3 States and Outlying Areas with Written Guidelines for Inclusion of Students with Disabilities in Statewide Assessments in 1993 98

Figure 4.4 Modifications Used in Statewide Assessments 101

LIST OF ACRONYMS

ADD	attention deficit disorder
AFDC	Aid to Families with Dependent Children
APPE	average per pupil expenditure
BIA	Bureau of Indian Affairs
CAP	corrective action plan
CCD	Common Core of Data
CSEF	Center for Special Education Finance
CEC	Council for Exceptional Children
DANS	Data Analysis System
DID	Division of Innovation and Development
DPP	Division of Personnel Preparation
ECLS	Early Childhood Longitudinal Study
EEPCD	Early Education Program for Children with Disabilities
EDGAR	Education Department General Administrative Regulations
EHA	Education of the Handicapped Act
EPSDT	Early Periodic Screening, Diagnosis, and Treatment
ESEA	Elementary and Secondary Education Act
FAPE	free appropriate public education
FTE	full-time equivalent
GEPA	General Education Provisions Act
GLARRC	Great Lakes Area Regional Resource Center
HCEEP	Handicapped Children's Early Education Program
HIV	human immunodeficiency virus
ICC	interagency coordinating council
IDEA	Individuals with Disabilities Education Act
IEP	individualized education plan
IEU	intermediate educational unit
IFSP	individualized family service plan
ILC	independent living centers
KERA	Kentucky Educational Reform Act
LEA	local educational agency
LEP	limited English proficiency
LM	language minority
LRE	least restrictive environment
MPRRC	Mountain Plains Regional Resource Center
MSRRC	Mid South Regional Resource Center
NAEP	National Assessment of Educational Progress
NAEYC	National Association for the Education of Young Children
NALS	National Adult Literacy Survey
NASBE	National Association of State Boards of Education
NASDSE	National Association of State Directors of Special Education
NCEO	National Center on Educational Outcomes

List of Acronyms (cont'd)

NCERI	National Center on Educational Restructuring and Inclusion
NCES	National Center for Education Statistics
NEC*TAS	National Early Childhood Technical Assistance System
NERRC	Northeast Regional Resource Center
NLTS	National Longitudinal Transition Study of Special Education Students
NTN	National Transition Network
OCR	Office for Civil Rights
OMB	Office of Management and Budget
OSEP	Office of Special Education Programs
OSERS	Office of Special Education and Rehabilitative Services
PASS	Performance Assessment for Self-Sufficiency
PTI	parent training information center
SAFES	State Agency/Federal Evaluations Studies
SARRC	South Atlantic Regional Resource Center
SASS	Schools and Staffing Survey
SEA	State educational agency
SEAP	State Special Education Advisory Panel
SOP	State Operated Programs
WRRC	Western Regional Resource Center

EXECUTIVE SUMMARY

The Seventeenth *Annual Report to Congress* examines the progress being made toward implementing the requirements of the Individuals with Disabilities Education Act (IDEA). The purposes of the Act are summarized below.

(1) To provide assistance to States to develop early intervention services for infants and toddlers with disabilities and their families, and to assure a free appropriate public education to all children and youth with disabilities.

(2) To assure that the rights of children and youth with disabilities from birth to age 21 and their families are protected.

(3) To assist States and localities to provide for early intervention services and the education of all children with disabilities.

(4) To assess and assure the effectiveness of efforts to provide early intervention services and educate children with disabilities.

This Report provides a description of the activities undertaken to implement the Act and an assessment of the impact and effectiveness of its requirements. The following brief summaries provide highlights of the information presented in the chapters of the Report.

CHAPTER 1: STUDENTS WITH DISABILITIES SERVED, PLACEMENT AND EXITING PATTERNS, AND PERSONNEL WHO PROVIDE SPECIAL EDUCATION AND RELATED SERVICES

National statistics and analyses generated from State-reported data submitted annually to the Office of Special Education Programs (OSEP) are provided. A brief retrospective analysis of Federal funding patterns for special education is also included.

- OSEP's Division of Innovation and Development and the Severe Disabilities Branch in the Division of Education Services have funded a number of projects over the last decade that support inclusive school practices. Some of these projects have focused on specific research issues, while others have been demonstration projects or institutes.

- During the last five years, regular classroom placements for students age 6 through 21 have increased by almost 10 percent. The use of resource rooms has decreased, and all other placement settings have remained stable. In part, these changes may be attributed to improved data collection and reporting methods in several States.

- In 1992-93, 95 percent of students with disabilities were served in regular school buildings. Students age 6 through 11 are most likely to be served in regular classroom settings. This continues the trend of placing more children in inclusive settings.

- During FY 1994, $2.149 billion was distributed to States for the provision of special education to children with disabilities through IDEA, Part B. The average per-child allocation has remained relatively stable over the past three years, and was $413 in FY 1994.

- The Chapter 1 (SOP) program was not reauthorized under the Improving America's Schools Act that reauthorized ESEA. Beginning July 1, 1995, funding for services to all eligible children and youth age 3 through 21 will be provided under IDEA, Part B. In FY 1994, the average per pupil Chapter 1 (SOP) allocation was $387.

- Combined Chapter 1 (SOP) and Part B funding increased by $87.4 million, or 4 percent, in FY 1994. However, the rise in appropriations has been offset by increases in the number of students served in these programs.

- A total of 5,373,077 infants, toddlers, children, and youth with disabilities from birth through age 21 were served under Part B and Chapter 1 (SOP) during the 1993-94 school year. This figure represents an increase of 4.2 percent, the largest yearly increase since the inception of IDEA in 1976.

- Students with learning disabilities continue to account for more than half of all students with disabilities (51.1 percent). Students with speech or language impairments, mental retardation, and serious emotional disturbance account for an additional 41.4 percent of all students age 6 through 21 with disabilities.

- Although students with traumatic brain injuries, other health impairments and autism still account for less than 3 percent of all students with disabilities, these are the most rapidly growing categories. The size of the increase in the number of students with traumatic brain injury and autism is probably related to the fact that these reporting categories were only recently established. The increase in the number of students with other health impairments appears to be the result of growth in the service population. Specifically, the number of students identified as having attention deficit disorder (ADD) appears to be increasing.

- In 1992, OSEP revised the form used to collect information about students exiting educational programs. The new form collects data on the number of students age 14 and older exiting the special education system, rather than the number of those students exiting the educational system in general. Data on students 14 and older exiting with a diploma or certificate of completion show little change over the past five years. This trend is consistent across disability categories.

- The results of the PASS (Performance Assessment for Self-Sufficiency) system pilot study, which examined the anticipated service needs of students exiting the school system, found that the service in highest demand in a sample of States was case management. Alternative education and recreation and leisure services were also high in demand.

- The number of teachers employed to serve children and youth with disabilities age 6 through 21 from 1991-92 to 1992-93 increased 0.7 percent. The largest special education teacher category in school year 1992-93 was the specific learning disabilities category.

- Teacher aides accounted for over half (55.7 percent) of all staff other than special education teachers employed to serve students with disabilities age 3 through 21. However, States also reported that the area of greatest need was teacher aides. States reported needing an additional 5,000 full-time equivalent (FTE) teacher aides to fill vacancies and to replace personnel who were not fully certified or licensed.

CHAPTER 2: MEETING THE NEEDS OF INFANTS, TODDLERS, AND PRESCHOOL CHILDREN WITH DISABILITIES

The chapter provides an update on the implementation of the Early Intervention Program for Infants and Toddlers (Part H) and the Preschool Grants Program (Section 619 of Part B). It includes a detailed analysis of the State-reported data and OSEP-funded projects related to serving children with disabilities ages birth through 5.

- FY 1993 marked the first year all States and jurisdictions were required to assure full implementation of the Part H program in order to receive funding. Appropriations for the program rose by 23 percent from $172.8 million to $213.2 million.

- States reported that the number of eligible infants and toddlers served under all programs on December 1, 1993 rose to 154,065 (1.3 percent of the total birth through 2 population). However, despite numerous changes in the data collection systems within States, the percentage of the total birth through 2 population served has remained fairly stable over the past 3 years.

- Among all eligible infants and toddlers, the home remains the most frequent service site, followed by outpatient services and early intervention classroom settings. The 1992-93 data shows that (1) family training, counseling, and home visits, (2) special instruction, and (3) speech and language pathology were the services most often provided.

- Information on personnel employed and needed to serve infants and toddlers with disabilities and their families has been difficult for States to collect. Therefore, new personnel data collection forms have been developed, and underwent field tests in early 1995. However, in general, the largest category of personnel employed to serve this population is paraprofessionals, followed by special educators, "other" personnel, and speech and language pathologists. Speech and language pathologists were the personnel in greatest demand.

- Implementation issues in the Part H program still persist. Revisions in State data collection systems are underway. In addition, States are struggling to coordinate the wide range of multiple funding sources, legislation, and programs that serve infants and toddlers with disabilities and their families.

- In FY 1994, $339 million was appropriated for the Preschool Grants Program, 4 percent more than in the $326 million appropriated in FY 1993. However, during the 1993-94 school year, 493,525 preschoolers with disabilities received services, 8.3 percent more than in 1992-93.

- During the 1992-93 school year, nearly 19,000 FTE special education teachers were employed to serve children with disabilities age 3 through 5. An additional 2,209 FTE teachers were needed.

- States report that coordination between preschool programs and other programs continues to increase. According to a NEC*TAS survey, 15 States and jurisdictions reported that the focus of their Part H Interagency Coordinating Council (ICC) is programs for children from birth through age 5. Interagency agreements with Head Start also continue to strengthen. Although transition from Part H to preschool programs continues to be a concern, many States are developing policies or new transition agreements to meet their specific needs.

- In FY 1994, the Early Education Program for Children with Disabilities (EEPCD) supported 116 projects: 34 demonstration projects, 45 outreach projects, 21 inservice training projects, 4 experimental projects, 6 research institutes, 5 statewide data system projects, and 1 national technical assistance center.

- The Department has sponsored studies of specific issues related to the Part H program. Two studies, "The Feasibility of Determining the Cost of Providing Early Intervention Services," and "The Use of Family Payment Systems in the Part H Program," analyze the cost issues related to providing Part H services in selected States.

CHAPTER 3: THE RELATIONSHIP OF SECONDARY SCHOOL EXPERIENCES TO THE EARLY POST-SCHOOL OUTCOMES OF YOUTH WITH DISABILITIES

This chapter presents highlights of findings from the National Longitudinal Transition Study (NLTS) regarding selected aspects of the programs, performance, and post-school results of students with disabilities who attended regular secondary school.

- NLTS data were used to describe secondary school programs attended by students with disabilities between 1985 and 1990, and the level of supports offered within schools that had inclusion programs at that time needs to be considered.

- The relationship between more time in regular education and positive results as a young adult needs to be studied further. The data suggest that frequently students with less significant disabilities spent more time in regular education. The data also suggest that increased time in regular education enhanced students overall intellectual and social competence by providing better preparation for postsecondary experiences.

- Thirty percent of students with disabilities who had been enrolled in ninth through twelfth grades left school by dropping out. An additional 8 percent left school before ninth grade. As might be expected, students who dropped out were less likely to enroll in postsecondary vocational programs.

- The NLTS found that almost all youth with disabilities had access to some form of vocational education in secondary school. The data indicated that vocational training contributed significantly to the probability of competitive employment.

- The amount of attention currently devoted to school reform at multiple levels within the educational system is an indicator that change is desired. Information on how to offer supports to students in inclusive settings is increasing.

- The American Council on Education reported that the number of freshmen with disabilities entering college tripled between 1978 and 1991 (from 2.2 percent to 8.8 percent of all freshmen). However, the NLTS data suggests that, among youth with disabilities out of secondary school up to 3 years, 16.5 percent enrolled in academic programs and 14.7 enrolled in vocational postsecondary programs.

- Among students with disabilities who did participate in postsecondary academic programs, a large majority (70 percent) spent 75 percent or more of their time in high school regular education.

- Students with disabilities who spent more time in regular education in high school were more likely to be employed and to make higher salaries in the 3 years after high school than students who had taken fewer regular education courses. However, youth with disabilities as a group were employed at rates well below those of their peers in the general population.

- Fewer youth with disabilities were living independently shortly after high school than were their peers in the general population. The NLTS found that 28 percent of youth with disabilities who had been out of high school up to three years were living independently. Individuals with visual impairments were the highest percentage of youth living independently. Individuals with multiple disabilities, mental retardation, orthopedic impairments or other health impairments had low independent living rates. Two-thirds of those living independently after high school had participated in regular education 75 percent or more of their time in high school.

- Youth who had spent more time in regular education were more likely to be fully participating in their communities. Over 50 percent of students with disabilities who spent 75 percent or more of their time in regular education were employed or in school, not socially isolated, and either married or engaged.

CHAPTER 4: RESULTS FOR STUDENTS WITH DISABILITIES

There is concern nationally about the educational performance of all students. The specific concern about educational results for students with disabilities is also growing because, in part, there has been very little information about the educational results of this group of students. This chapter describes some of the work of the National Center on Educational Outcomes (NCEO), which has been funded by OSEP since 1990 to address the issues related to educational results for students with disabilities. This chapter focuses on NCEO's ongoing analysis of current State and national assessment practices for students with disabilities.

- States are making progress in several aspects of the State-level assessment of educational results for students with disabilities. Three critical areas in which progress is evident are: identifying students with disabilities participating in assessments, developing guidelines for participation of students with disabilities, and developing guidelines for accommodations.

- Of the 59 States and Outlying Areas surveyed in 1993, all but six included students with disabilities in their State-level assessments, or else did not have a State-level assessment. In States and Outlying Areas where students with disabilities do participate in assessments, 26 reported that less than 50 percent of their students with disabilities participated in their statewide assessments, and 13 reported that more than 50 percent of their students with disabilities participated in statewide assessments. The remaining 14 States reported that they were unable to determine what percentage of their students with disabilities are included in statewide assessments.

- In 1993, 34 States and 4 Outlying Areas indicated they had written guidelines about the participation of students with disabilities in statewide assessments. Most States and Outlying Areas used more than one criterion when deciding who should participate in statewide assessments. The two most common criteria used were the characteristics of the student's program/curriculum and recommendations previously stipulated in the student's IEP.

- The number of States that provide accommodations or modifications during statewide assessments has increased over each of the past three years. NCEO has identified four broad areas of typical accommodations. They are accommodations in timing/scheduling, presentation format, setting, and response format. Alterations in presentation format and in timing/scheduling were the two most frequent accommodations made.
- In 1994, NCEO developed a set of recommendations for State guidelines on participation in and accommodations for statewide assessments NCEO made recommendations in three areas: participation, accommodations and adaptations, and implementation checks.
- In 1992, the National Adult Literacy Survey (NALS) included individuals with disabilities. Although methodological inadequacies may have affected the reliability of the results, the NALS report included the results of the literacy assessment of individuals in ten self-reported disability condition categories. The results showed that overall individuals with disabilities were more likely than individuals without disabilities who participated in the survey to perform at lower literacy levels. However, within almost every disability group, in each literacy category, there were some individuals with disabilities who performed at the top two levels of literacy.

CHAPTER 5: FINANCING SERVICES FOR STUDENTS WITH DISABILITIES

This chapter provides an overview and summary of the work completed by the Center for Special Education Finance (CSEF) during its first two years of operation (FY 1993 and FY 1994). CSEF has been funded by OSEP to provide policy makers and administrators at the Federal, State, and local levels with data, analyses, expertise, and opportunities to share information about special education finance issues. CSEF has completed the following projects: A survey of State educational funding reform trends, formulation of a set of fiscal policy guidelines that promote inclusion, and a case study of a State-level cost analysis project since its inception.

- In 1994, CSEF surveyed State special education personnel in all 50 States concerning special education reforms that might be taking place in their States. CSEF learned that during the last 5 years, 18 States had implemented some type of fiscal reform, and 28 States were considering major changes. Twenty States were undecided about carrying out any specific reforms at the time of the survey. Respondents identified five major issues driving reform: (1) the need for more flexible ways to provide special education; (2) the need to eliminate incentives that lead to restrictive placements; (3) the fact that reforms are driven by fiscal accountability; (4) rising special education costs and enrollments; and (5) the influence of support for more inclusive educational practices.

- Several States now provide funds to districts based on some form of a census-based funding system, in an attempt to break the link between funding and local policies that determine how students with disabilities are identified and placed in special education programs. Other States are adopting a single funding weight for all special education students.

- CSEF has developed a set of guidelines that show how policy makers can develop fiscal policies that promote inclusion. They are: (1) remove fiscal incentives that favor restrictive and separate placements, (2) make decisions about the extent to which the State wishes to encourage private special education placements, (3) develop funding systems in which funds follow students as they move to less restrictive placements, (4) enhance fiscal support for district training, and (5) fund and encourage the use of appropriate interventions for all students.

- CSEF conducted a special education cost study of Kentucky's approach to special education funding. According to the study's best overall estimate, the State and federal revenues were apparently adequate to support current levels of special education across the State. The study also showed that, despite a high degree of parity between special education revenues and costs statewide, considerable differences in the relative degree of alignment across individual types of districts were found. On average, the ratio of expenditures to revenues for special education were lowest in districts serving the poorest students and those showing the highest special education identification rates. Finally, the study showed that the funding weights currently in use in the State were not aligned with the costs of educating some categories of special education students.

CHAPTER 6: ASSISTING STATES AND LOCALITIES IN EDUCATING ALL CHILDREN WITH DISABILITIES

This chapter describes the efforts OSEP undertakes to assist State and local educational agencies in educating all children and youth with disabilities and the refinements OSEP has made to its monitoring system.

- Each State must meet a number of statutory and regulatory requirements in order to receive Federal financial assistance under the Part B program. To ensure that SEAs are accomplishing their responsibilities consistent with the Part B and Education Department General Administrative Regulations (EDGAR) requirements, OSEP uses a multifaceted program review process.

- Recognizing that an effective accountability system is critical to ensure continuous progress in achieving educational results for children with disabilities, OSEP and its customers have worked over the past two years to strengthen the system so that it will -- in conjunction with OSEP's research, innovation, and technical assistance efforts -- serve as an effective vehicle to support systemic reform that will produce better results for students with disabilities, while recognizing the need to continue to look at procedural compliance.

- OSEP recognizes that while all IDEA requirements are important, some of its requirements have a more direct relationship to student results than others. OSEP appreciates the importance of focusing monitoring activities on the requirements with the most direct relationship with student results, and on emphasizing those requirements in the corrective action process. OSEP understands that primary responsibility for each State's compliance with IDEA lies with the State, rather than with OSEP, and that parents must have access to effective systems for ensuring compliance. It is, therefore, critical that OSEP's monitoring system also focus on each State's systems for general supervision.

- In the 1994-95 school year, OSEP refocused its monitoring procedures to place emphasis on those requirements that relate most directly to improving student results. Further, OSEP has sought and used broad public input in the monitoring process, has worked closely with States to ensure corrective action that results in legal compliance and improved results for students, and has continued to provide extensive technical assistance to States to assist them in meeting the requirements of Part B in a manner that supports improved results for students.

CHAPTER 7: SERVING STUDENTS WITH DISABILITIES IN RURAL AREAS

This chapter discusses the unique challenges that rural special educators and administrators face in providing a free appropriate public education to students with disabilities living in rural areas.

- Multiple definitions of the term *rural* exist. For the purposes of this Report, the Common Core of Data (CCD) Public School Universe file and the Schools and Staffing Survey (SASS) were used as primary data sources. Based on data from the CCD Public Universe file for the 1989-90 school year, approximately 28 percent of regular public schools were located in rural areas. Data from SASS for the school year 1990-91 suggest that 27 percent of all public schools were located in rural areas.

- Rural districts serve a greater percentage of students with disabilities in regular classrooms than do non-rural districts. In rural areas, only 14.6 percent of students with disabilities were in full-time special education programs, while in non-rural areas 25.3 percent of students with disabilities were in full-time special education programs. The data also indicates that both rural and non-rural districts serve 5.5 percent of students with disabilities outside of their home districts.

- During the 1990-91 school-year, rural (10.8 percent) and non-rural (10.0 percent) districts served very similar percentages of students with disabilities. Percentages within each disability category were also similar.

- Rural districts face many challenges in meeting the needs of all their students, including those with disabilities. Rural districts serve a larger percentage of children living in poverty (22.9 percent) than non-rural populations (20.6 percent), and rural districts are more likely to serve children who live in poverty for long periods of time. The geographic isolation common to rural districts can impede every aspect of the special education process (identification and assessment, service delivery, and availability of adequate personnel).

- Recruiting and retaining staff qualified to serve students with disabilities is particularly difficult in rural areas. Many professionals feel socially, culturally, and professionally isolated. Several innovative OSEP-funded programs have been developed to increase personnel recruitment and retention rates.

- The NLTS provides a great deal of information on the transition of youth with disabilities from secondary school to early adulthood. It also provides information on secondary students with disabilities in rural areas. This data indicates that secondary students with disabilities in rural areas spend over half of their class time in academic subjects, and that 53.5 percent received job training during their most recent school year. Similarly, 50.6 percent of students in urban setting received job training. In addition, 62 percent of secondary students with disabilities in rural schools took some type of vocational education during their most recent year of schooling, while 58.9 percent of students in urban settings enrolled in vocational education courses. Secondary students with disabilities in rural areas were most likely to study construction trades (32 percent), office occupations (22 percent), and agriculture (20 percent).

CHAPTER 1

SCHOOL-AGE STUDENTS WITH DISABILITIES SERVED, PLACEMENT AND EXITING PATTERNS, AND PERSONNEL WHO PROVIDE SPECIAL EDUCATION AND RELATED SERVICES

The Individuals with Disabilities Education Act (IDEA) requires that all children and youth with disabilities within certain age ranges[1] be provided a free, appropriate public education (FAPE). IDEA requires the Secretary of Education to determine how well the States are fulfilling this requirement. Several data sources are used. One of those sources is the State-reported data required by Congress under Section 618(b) of IDEA. States provide annual data to the Office of Special Education Programs (OSEP) on the number of children and youth with disabilities served under Part B of IDEA and Chapter 1 of the Elementary and Secondary Education Act (ESEA), State Operated Programs (SOP).[2] States also provide data on educational placements and exit status for students with disabilities, as well as data on the number of personnel employed and needed to serve students with disabilities.

This report includes data for children served under the Chapter 1 (SOP) Handicapped Program for Federal fiscal year 1994 (school year 1993-94). In October 1994, Congress passed the Improving America's Schools Act that reauthorized ESEA and eliminated the Chapter 1 (SOP) Handicapped Program. IDEA was amended so that, beginning in fiscal year 1995, funding for special education and related services for all eligible students with disabilities will be provided under the IDEA Grants to States (Part B) and Early Intervention for Infants and Toddlers with Disabilities (Part H) programs. Hold harmless provisions were added to the allocation formulas for these programs to ensure that States do not lose funding because of this change. The fiscal year 1994 allocations for the Chapter 1 (SOP), Grants to States, and Early Intervention for Infants and Toddlers with Disabilities programs are the basis for the hold harmless provisions. In addition, for fiscal year 1995, the number of children aged birth through 2 who would have been eligible for the former Chapter 1 (SOP) Handicapped Program will be used to distribute $34,000,000 of the funds appropriated for Part H. The December 1, 1994 count will be presented in the 18th Annual Report to Congress.

This chapter consists of the six sections summarized below.

- *Formula Grant Programs* describes the financial assistance provided to States in educating children and youth with disabilities under two Federal programs, Part B and Chapter 1 (SOP) during the 1993-94 school year.

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[1] See table 2.6 for a State by State listing of the age at which children are eligible for FAPE.

[2] For simplicity, these two laws will be referred to as Part B and Chapter 1 (SOP) throughout this report.

- *Number of Children and Youth Served under Part B and Chapter 1 (SOP)* reports the number of children and youth with disabilities from birth through age 21 receiving services under these two programs during the 1993-94 school year and describes trends over time.

- *Educational Placements of Students with Disabilities* describes students' educational placements during the 1992-93 school year.

- *Students with Disabilities Exiting Educational Programs* reports the status of students age 14 through 21 who exited educational programs in 1992-93.

- *Services Anticipated to be Needed by Exiting Students with Disabilities: Results of the PASS Pilot Test* reports the results of the pilot test of the Performance Assessment for Self-Sufficiency (PASS) instrument and expert system for reporting data on anticipated service needs.

- *Personnel Employed and Needed to Serve Students with Disabilities* reports the number of teachers and other personnel employed and needed to serve students with disabilities during the 1992-93 school year. Revisions to the collection of data on personnel employed and needed are discussed.

FORMULA GRANT PROGRAMS

This section provides a brief overview of two major Federal programs that have provided States with financial assistance to educate school-age children and youth with disabilities -- the IDEA, Part B State Grant Program, and Chapter 1 of ESEA (SOP). Two other formula grant programs authorized under IDEA -- the Early Intervention Program for Infants and Toddlers (Part H), and the Part B, Section 619 Preschool Grants Program -- are described in Chapter 2.[3]

The Part B State Grant Program

The Part B program distributes funds to the States according to the total number of students with disabilities aged 3-21 reported by the States as receiving special education and related services. Each State educational agency (SEA) conducts an annual child count on December 1 of each year and submits it to OSEP. The State's Part B grant for the next fiscal year is based on that count. Although States must serve all eligible

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[3] These two programs will be referred to as Part H and the Preschool Grants Program throughout this report.

Table 1.1 Part B State Grant Program: Funds Appropriated, 1977-94

Appropriation Year	Part B State Grants[a/]	Per child Allocation
1977	$ 251,770,000	$ 71
1978	566,030,000	156
1979	804,000,000	215
1980	874,190,000	227
1981	874,500,000	219
1982	931,008,000	230
1983	1,017,900,000	248
1984	1,068,875,000	258
1985	1,135,145,000	272
1986	1,163,282,000	279
1987	1,338,000,000	316
1988	1,431,737,000	332
1989	1,475,449,000	336
1990	1,542,610,000	343
1991	1,854,186,000	400
1992	1,976,095,000	410
1993	2,052,730,000	411
1994	2,149,686,000	413

[a/] These figures include amounts appropriated to Micronesia and the Marshall Islands. The data in Appendix Table AG1 do not include these figures.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

children with disabilities, in general funds are provided only for up to 12 percent of the State's total school-age population.

Table 1.1 summarizes the amount of Part B funding appropriated to States for FY 1977 through FY 1994. Funds appropriated under Part B have increased steadily from $251,770,000 in FY 1977 to $2,149,686,000 in FY 1994. During the same period, the average per child Part B allocation increased from $71 to $413.

At least 75 percent of a State's Part B funds must be distributed to local educational agencies (LEAs) and intermediate educational units (IEUs) to assist in the education of students with disabilities (34 CFR 300.706). The LEAs and IEUs are required to ensure that these funds do not supplant State and local expenditures, and that they are used for the excess costs of providing special education and related services to students with disabilities. SEAs are permitted to set aside up to 25 percent of the Part B grant for their own use. Of these set-aside funds, States may use up to 5 percent of the grant, or $450,000, whichever is greater, for administrative costs. States may use the remaining 20 percent of the set-aside funds for two purposes: providing direct and support services for children and youth with disabilities or paying the administrative costs for monitoring and compliance investigations, to the extent that such administrative costs exceed the costs of administration incurred during FY 1985.

Chapter 1 (SOP) Program for Children with Disabilities

Chapter 1 of the Elementary and Secondary Education Act (ESEA) had provided funds to the States to assist in the education of children with disabilities in State-operated or State-supported programs (SOPs) since 1965. A 1975 amendment allowed States to count children who had transferred from SOP programs to LEA programs. Table 1.2 shows the total amount of funds distributed and the average per child allocation for Chapter 1 (SOP) and its predecessor programs for FY 1966-94.

This program was not reauthorized under the Improving America's Schools Act that reauthorized ESEA. Beginning July 1, 1995, funding for services to all eligible children and youth age 3 through 21 will be provided under IDEA, Part B.

Funding Levels for Part B and Chapter 1 (SOP)

Overall, combined Chapter 1 (SOP) and Part B funding increased by $87,440,304, or 4.0 percent, in FY 1994. Part B funding increased by $96,956,000, or 4.7 percent. Chapter 1 (SOP) funding decreased by $9,515,696, or 7.5 percent. The Chapter 1 (SOP) average per child allocation reached its peak in 1979 ($635). In 1994, the per child amounts for the States ranged from $317 (n=11 States) to $475 (n=9 States). The FY 1994 average per child allocation of $387 represents the third and final consecutive year of the phase-out of Chapter 1 (SOP) funding.

State Educational Agency Use of IDEA, Part B Set-Aside Funds

The National Association of State Directors of Special Education (NASDSE) validated the results of a July 1991 NASDSE study that examined SEAs use of IDEA, Part B State set-aside funds for support and direct services.

In November 1994, NASDSE sent a survey to State directors of special education in all 50 States. The first part of the survey listed the direct and support activities States reported funding with set-aside monies in the 1991 study. Space was available to add additional funding categories, if appropriate. Respondents were asked to indicate which of these activities were funded with the 1992 Part B grant award and to estimate the percentage of set-aside funds used for each activity. Six general questions were asked in the second part of the survey. These questions were related to the use of set-aside funds for reform and restructuring activities and to their use as "flow through" funds for local school systems. Of the 50 directors surveyed, 42 (84 percent) responded to NASDSE's request for information.

Table 1.2 Chapter 1 (SOP) State Formula Grant: Funds Appropriated, FY 1966-94

Fiscal Year	Chapter 1 (SOP) State Grants	National Average Per child Allocation[a]
1966	$ 12,467,000	$ 243
1967	15,078,000	182
1968	24,747,000	283
1969	29,781,000	309
1970	37,483,000	339
1971	46,130,000	379
1972	56,381,000	428
1973	75,962,000	481
1974	85,778,000	515
1975[b]	183,733,000	1,028
1976	111,433,000	592
1977	121,591,000	604
1978	132,492,000	592
1979	143,353,000	635
1980	145,000,000	620
1981	152,625,000	626
1982	146,520,000	604
1983	146,520,000	596
1984	146,520,000	593
1985	150,170,000	587
1986	143,713,000	572
1987	150,170,000	588
1988	151,269,000	578
1989	148,200,000	557
1990	146,389,000	545
1991	148,859,000	561
1992	143,000,000	524
1993	126,393,696	432
1994	116,878,000	387

a/ Actual per child allocations vary from State to State.

b/ The Chapter 1 (SOP) funds for FY 1966-74 were for use in the fiscal year of appropriation. However, beginning in FY 1975, funds were to be used in the next fiscal year. As a result, the appropriation in FY 1975 was for funds to be used in both FY 1975 and FY 1976.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

An analysis of the responses to the first part of the survey showed that SEAs continue to use set-aside funds to maintain the 23 direct and/or support activities identified in the 1991 study. Nine categories were reported as being used by at least half of the SEAs responding. These nine categories were:

- staff development/training, conducted statewide or by LEA application;
- parent training projects;
- funding for resource centers, established regionally or statewide;
- programs or services for low incidence populations;
- model program/service development;
- materials, development, reproduction, distribution (e.g., guidelines, curricula, Braille texts);
- SEA technical assistance efforts to LEAs or residential schools;
- consultants for technical assistance; and
- other (miscellaneous).

An analysis of responses to the six general questions indicated little change in the use of Part B set-aside funds for reform activities. Twenty States reported that in 1992 they used set-aside funds for reform and restructuring, while 22 States reported no use of Part B set-aside funds for these purposes. This compared to 16 States reporting such use prior to 1992, and 23 reporting no such use of set-aside funds for those purposes prior to 1992.

Regarding the use of Part B set-aside monies as "flow through" funds, most of the States responding (31 of 42) indicated "flowing through" more than the required 75 percent of Part B dollars to local school systems. However, of the 31 States that have increased their "flow through," only 5 were mandated by State law or regulations to do so.

In summary, States report using Part B set-aside funds in a variety of ways that support the implementation of Part B. Both the ways that States use funds and the proportion of funds used for any particular activity vary considerably. Based on the results of the survey, SEAs appear to be using Part B set-aside funds to assist local school systems in providing services required by Part B.

NUMBER OF CHILDREN AND YOUTH WITH DISABILITIES SERVED UNDER PART B AND CHAPTER 1 (SOP)

Total Number of Children and Youth Served

A total of 5,373,077 infants, toddlers, children, and youth with disabilities from birth through age 21 were served under Part B and Chapter 1 (SOP) during the 1993-94 school year, 217,127 (4.2 percent) more than 1992-93 (see table 1.3). This is the largest yearly increase since the inception of the two programs in 1976: The rate of growth in the number of children and youth receiving special education continues to exceed the rate of growth in the number of the birth through age 21 population (which in 1993-94 increased by 517,301, or 0.6 percent). It also continues to exceed the rate of growth in the number of children and youth enrolled in school (which in 1993-94 increased by 1,154,074, or 2.69 percent). The percentage of children from birth through age 21 in the resident population served under Part B and Chapter 1 (SOP) increased from 6.4 percent in 1992-93 to 6.6 percent in 1993-94.

Respectively, Part B and Chapter 1 (SOP) programs served 209,073 and 8,054 more children and youth in 1993-94. The Chapter 1 (SOP) increase contrasts with the 2,447 decrease that occurred between 1991-92 and 1992-93. However, this increase represents the sum of two very different trends that occurred within the Chapter 1 (SOP) program -- namely, a significant increase in the number of birth through age 2 children served and a decrease in the number of those served in all other age groups. The number of birth through age 2 children served in Chapter 1 (SOP) programs increased by 25.1 percent (18,757) from 74,830 to 93,587. The number of students age 3 through 21 decreased by 10,703 or 5.5 percent, from 194,679 to 183,976 (see table 1.4).

The Part B and Chapter 1 (SOP) programs differed with regard to the number of students served and the relative proportions of students served across the various disability categories. Of the total number of children and youth from birth through age 21 served during the 1993-94 school year, 5,095,514 (94.8 percent) were served under Part B and 277,563 (5.2 percent) were served under Chapter 1 (SOP).

Although over 96 percent of all students age 6 through 21 were served under Part B, there is considerable variation in the distribution of students by disability category across the two programs. On one hand, almost all students (over 90 percent) with speech or language impairments, learning disabilities, other health impairments, serious emotional impairments, mental retardation, and orthopedic impairments were served under Part B. On the other hand, a relatively large percentage of students with deaf-blindness (38.7 percent), hearing impairments (25.1 percent), visual impairments (21.4 percent), traumatic brain injury (20.7 percent), and autism (20.6 percent) were served in Chapter 1 (SOP). This difference may be attributed to the relatively larger percentage of students with moderate and severe disabilities that have historically been served under the Chapter 1 (SOP) program.

Table 1.3 Children and Youth Served Under Part B and Chapter 1 (SOP):[a] Percentage Change and Number Served, School Years 1976-77 through 1993-94

School Year	Change in Total Number Served from Previous Year (%)	Total Served	Part B	Chapter 1 (SOP)
1976-77	--	3,708,601	3,484,756	223,832
1977-78	1.8	3,777,286	3,554,554	222,732
1978-79	3.8	3,919,073	3,693,593	225,480
1979-80	3.0	4,036,219	3,802,475	233,744
1980-81	3.5	4,177,689	3,933,981	243,708
1981-82	1.3	4,233,282	3,990,346	242,936
1982-83	1.5	4,298,327	4,052,595	245,732
1983-84	1.0	4,341,399	4,094,108	247,291
1984-85[b]	0.5	4,363,031	4,113,312	249,719
1985-86	0.2	4,370,244	4,121,104	249,140
1986-87	1.2	4,421,601	4,166,692	254,909
1987-88	1.4	4,485,702	4,226,504	259,198
1988-89	1.8	4,568,063	4,305,690	262,373
1989-90	2.4	4,675,619	4,411,681	263,938
1990-91	2.8	4,807,441	4,547,368	260,073
1991-92	3.7	4,986,043	4,714,087	271,956
1992-93	3.4	5,155,950	4,886,411	269,509
1993-94	4.2	5,373,077	5,095,514	277,563

[a] From 1988-89 to the present, these numbers include children 3 through 21 years of age counted under Part B and children from birth to age 21 counted under Chapter 1 (SOP). Prior to 1988-89, children from birth through age 20 were served under Chapter 1 (SOP). The totals do not include infants and toddlers from birth through age 2 served under Part H who were not served under the Chapter 1 (SOP) program.

[b] Beginning in 1984-85, the number of children with disabilities reported for the most recent year reflects revisions to State data received by the Office of Special Education Programs between the July 1 grant award date and October 1. Updates received from States for previous years are included, so totals may not match those reported in previous Annual Reports to Congress. Before 1984-85, Reports provided data as of the grant award date.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table 1.4 Number of Children Served Under Chapter 1 (SOP) by Age Group: School Years 1992-93 through 1993-94

Age	Number of Children		Change		Percent of Total Birth through 21
	1992-93	1993-94	Number	Percent	
0-2	74,830	93,587	18,757	25.1	33.7
3-5	16,372	16,246	-126	-0.8	5.9
6-11	71,727	66,265	-5,462	-7.6	23.9
12-17	81,501	78,351	-3,150	-3.9	28.2
18-21	25,079	23,114	-1,965	-7.8	8.3
0-21	269,509	277,563	8,054	3.0	100.0

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Age Groups of Students Served under Part B and Chapter 1 (SOP)

The two largest age groups served by the two programs in 1993-94 were age 6 through 11 (2,464,237) and 12 through 17 (2,079,475) (see table 1.5). Analyzing the growth in the number of children by age range provides some insights into the dynamics of the 4.2 percent increase in the number of children served under the two programs. Students age 6 through 21 were the largest portion (89.1 percent) of the special education population. However, that age group increased only 3.5 percent (from 4,625,591 to 4,786,065). The largest growth rates were 25.1 percent for children from birth through age 2 (from 74,830 to 93,587) and 8.3 percent for children age 3 through 5 (from 455,529 to 493,425). Although children from birth through age 5 are only 10.9 percent of all children receiving special education, they accounted for 33.4 percent of the growth of the special education population (see table 1.5).

The increase in the number of children served from birth through age 2 can be attributed partly to the expansion of early intervention programs. One reason for the decrease in the number of school-age children served under Chapter 1 (SOP) is that more States were serving students under Part B. States maintain that the funding differential between the two programs was no longer significant enough to justify separate administrative programs. Another reason that States may have served more students under Part B is that they anticipated the merger of the Part B and Chapter 1 (SOP) programs.

Disabilities of Students Served under IDEA, Part B and Chapter 1 (SOP)

Part B and Chapter 1 (SOP) served 4,786,065 students age 6 through 21 during the 1993-94 school year. The number of students in each disability category is reported in

Table 1.5 Number of Children Served Under Part B and Chapter 1 (SOP) by Age Group: School Years 1992-93 through 1993-94

Age	Number of Children		Change		Percentage of Total Birth through 21
	1992-93	1993-94	Number	Percentage	
0-2[a/]	74,830	93,587	18,757	25.1	1.7
3-5	455,529	493,425	37,896	8.3	9.2
6-11	2,399,917	2,464,237	64,320	2.7	45.9
12-17	1,990,096	2,079,475	89,379	4.5	38.7
18-21	235,578	242,353	6,775	2.9	4.5
0-21	5,155,950	5,373,077	217,127	4.2	100.0

a/ All of the infants and toddlers age birth through two were served under Chapter 1 (SOP).

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

table 1.6.[4] Because the 1986 Amendments to EHA (now IDEA), P.L. 99-457, ended the practice of collecting data on children from birth through age 5 by disability, the information in this section refers only to children age 6 through 21.

Students with specific learning disabilities continue to account for more than half of all students with disabilities (51.1 percent). During the 1993-94 school year, 2,444,020 students with specific learning disabilities were served under Part B and Chapter 1 (SOP), 3.3 percent (77,526) more than in 1992-93. Students with speech or language impairments (21.1 percent), mental retardation (11.6 percent), and serious emotional disturbance (8.7 percent) make up an additional 41.4 percent of all students with disabilities age 6 through 21.

The increases within several disability categories were proportionately greater than the 3.5 percent increase across all categories (see table 1.6). The largest increase occurred in the students with traumatic brain injury category, which increased from 3,960 to 5,295 (33.7 percent). Significant increases also occurred in the categories of students with other health impairments (from 66,063 to 83,279, or 26.1 percent) and autism (from 15,580 to 18,903, or 21.3 percent). Increases also occurred in other categories: orthopedic impairments (4,028, or 7.7 percent), multiple disabilities (6,467, or 6.3 percent), hearing impairments (3,633 or 6.0 percent), and visual impairments (1,391, or 5.9 percent).

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[4] Students are reported by the following 12 Federal disability categories: specific learning disabilities, speech or language impairments, mental retardation, serious emotional disturbance, multiple disabilities, hearing impairments, orthopedic impairments, other health impairments, visual impairments, autism, deaf-blindness, and traumatic brain injury.

Table 1.6 Number and Percentage Change of Students Age 6 through 21 Served Under Part B and Chapter 1 (SOP): School Years 1992-93 through 1993-94

	Total		Change	
Disability	1992-93	1993-94	Number	Percent
Specific learning disabilities	2,366,494	2,444,020	77,526	3.3
Speech or language impairments	998,049	1,009,379	11,330	1.1
Mental retardation	532,365	553,992	21,627	4.1
Serious emotional disturbance	401,659	414,279	12,620	3.1
Multiple disabilities	103,279	109,746	6,467	6.3
Hearing impairments	60,616	64,249	3,633	6.0
Orthopedic impairments	52,588	56,616	4,028	7.7
Other health impairments	66,063	83,279	17,216	26.1
Visual impairments	23,544	24,935	1,391	5.9
Autism	15,580	18,903	3,323	21.3
Deaf-blindness[a]	1,394	1,372	-22	-1.6
Traumatic brain injury	3,960	5,295	1,335	33.7
All disabilities	4,625,591	4,786,065	160,474	3.5

[a] 9,783 persons between the ages of birth to 21 have been identified by coordinators of the State and Multi-State Services for Children with Deaf-Blindness as required under [20 U.S.C §§1422(c)(1) and (2)]. See Appendix E.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

The size of the increases in the number of students with autism or traumatic brain injury is probably related to the fact that these reporting categories were only recently established. The 1993-94 school year was only the second year States were required to report the student count in these categories. Also, many States reported that these increases occurred because enhanced technical assistance enabled districts to improve their ability to report students in these two Federal disability categories.

Impact of Students with ADD on the Number of Students with Other Health Impairments

The increase in the number of students with other health impairments appears to be the result of growth in the service population. Specifically, the number of students with attention deficit disorder (ADD) appears to be increasing. Representatives of the

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National Association of State Directors of Special Education (NASDSE) conducted telephone interviews with personnel from special education offices in eight States that had experienced significant increases in the number of students with other health impairments to determine if this increase was attributable to the identification of more students with ADD. Respondents in seven States reported that increased identification of students with ADD was a major factor in the increase in the number of students served with other health impairments. These respondents reported that dissemination of the Federal memorandum clarifying the Federal policy regarding service to students with ADD greatly influenced the identification of students with ADD in their States. The respondents further reported that there were no significant changes in diagnostic or identification procedures that would account for these increases. One respondent reported that the number of students in all disability categories was increasing in that State, and that the increase in the number of students with other health impairments could not be attributed to any one factor.

The study also assessed the extent to which changes in classification criteria, either in other disability categories or within the other health impairments category, affected the increases in the other health impairments category. The majority of the respondents reported that their State did not experience a decrease in another disability category that could have been attributed to a shift in classification of students into the other health impairments category. Only two respondents reported increases in other specific health impairments (such as students with medically fragile conditions, fetal alcohol syndrome, respiratory problems, or students that abused drugs or alcohol) that could have contributed to the increase.

Finally, the eight respondents were asked if recent increases in the number of students with other health impairments were due to changes in the State or local service configurations. Only four respondents indicated that there had been substantive changes in their State's service configurations at either the State or local level. The only change specifically related to students with ADD was the distribution of improved instructions to local districts on how to better serve students with ADD. The most common service configuration change reported was the increased use of Medicaid funding, which has resulted in some increases in health service provision.

Increase in the Number of Students Served with Learning Disabilities

Since IDEA was enacted, the percentage of the special education enrollment served by Part B and Chapter 1 (SOP) and i[illegible]ified as having learning disabilities has increased. Between 1976 and 1994, this gr[illegible]reased from 23.8 percent to 51.1 percent of all students with disabilities. As previously mentioned, 3.3 percent more students with specific learning disabilities were served in 1993-94 than in 1992-93.

Researchers and practitioners have heatedly debated the causes for these increases. Hallahan (1992) speculates that two primary factors contribute to the documented increases in the number of students with specific learning disabilities. First, the field of learning disabilities is relatively new, and with each successive year, school personnel and parents become more adept at recognizing children with specific learning disabilities. It follows that the number of students identified will level off as nearly all students are identified. Second, Hallahan cites changes in social/cultural supports over the past 20 years as well as higher levels of poverty and substance abuse among pregnant women, coupled with diminishing social support, as causes for the increased prevalence of specific learning disabilities. Hallahan notes that "of all the disability categories, learning disabilities is one of the most sensitive barometers of the biomedical status of children and the psychosocial climate in which they live" (p. 524). Variations in assessment practices may also contribute to State-to-State and year-to-year fluctuations in the rate at which students are identified with specific learning disabilities.

EDUCATIONAL PLACEMENTS OF STUDENTS WITH DISABILITIES

Part B of IDEA and its implementing regulations require "that, to the maximum extent appropriate, children with disabilities, including children in public and private institutions and other care facilities, should be educated with children who are not disabled; and that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily" (34 CFR 300.550). The Part B regulations further specify that "a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services" (34 CFR 300.551).

Each year, OSEP collects data from States and Outlying Areas on the number of students with disabilities served in each of six different educational environments: regular class, resource room, separate class, public or private separate school, public or private residential facility, and homebound/hospital placements. The data are collected by age group for students age 3 through 21 and by disability for students age 6 through 21.

- *Regular class* includes students who receive the majority of their education program in a regular classroom and receive special education and related services outside the regular classroom for less than 21 percent of the school day. It includes children placed in a regular class and receiving special education within the regular class, as well as children placed in a regular class and receiving special education outside the regular class.

- *Resource room* includes students who receive special education and related services outside the regular classroom for at least 21 percent but not more than 60 percent of the school day. This may include students placed in resource rooms with part-time instruction in a regular class.

- *Separate class* includes students who receive special education and related services outside the regular classroom for more than 60 percent of the school day. Students may be placed in self-contained special classrooms with part-time instruction in regular classes or placed in self-contained classes full-time on a regular school campus.

- *Separate school* includes students who receive special education and related services in separate day schools for students with disabilities for more than 50 percent of the school day.

- *Residential facility* includes students who receive education in a public or private residential facility, at public expense, for more than 50 percent of the school day.

- *Homebound/hospital environment* includes students placed in and receiving special education in hospital or homebound programs.

During the last five years, the percentage of regular classroom placements reported by States increased by almost 10 percentage points (see figure 1.1). The use of resource rooms has decreased and all other placement settings have remained stable. The increase in the number of students placed in regular classrooms may be attributed to changes in placements in California, Indiana, New York, and Minnesota. The number of students in California reportedly served in regular classes increased almost 100 percent from 1991-92 to 1992-93, with similarly large decreases in resource room placements. State officials in California believe the shift is due primarily to improved data collection and reporting that better conforms to OSEP data collection requirements. Indiana, Minnesota, and New York all reported similar shifts in placement data and also attributed the shifts to improved data collection and reporting procedures that more accurately reflect Federal guidelines.

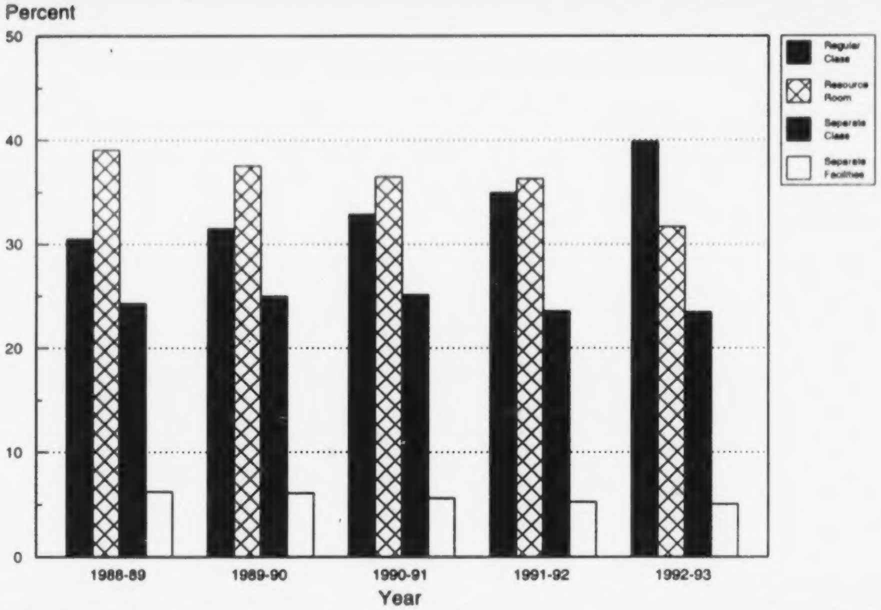
In 1992-93, 39.8 percent of students with disabilities age 6 through 21 were served in regular classroom placements under Part B and Chapter 1 (SOP). An additional 31.7 percent were served in resource rooms, and 23.5 percent were served in separate classes in regular school buildings. Fully 95 percent of students with disabilities were served in regular school buildings. Of those students served in separate facilities, 3.7 percent were served in separate day schools for students with disabilities, 0.8 percent were served in residential facilities, and 0.5 percent were served in homebound/hospital settings.

Placement Patterns by Age Group

Educational placements for students with disabilities vary a great deal by age group. Students age 6 through 11 are most likely to be served in regular classroom settings. As shown in figure 1.2, almost 50 percent of students with disabilities age 6 through

47

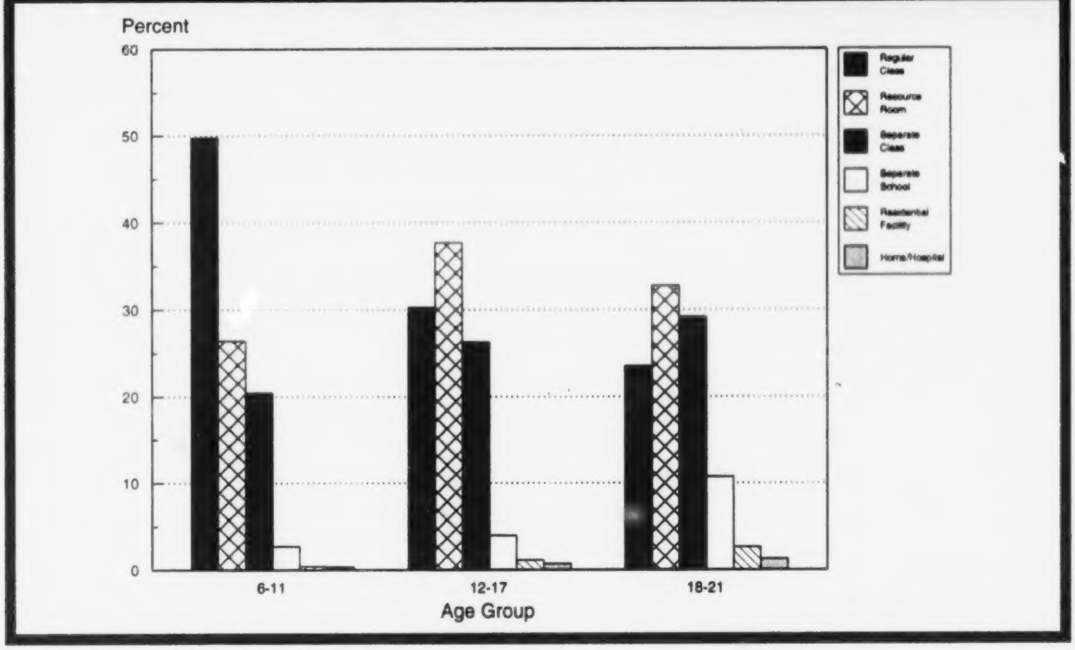
Figure 1.1 Percentage of Students Age 6 through 21 with Disabilities Served in Different Educational Environments: School Years 1988-89 through 1992-93



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

48 BEST COPY AVAILABLE

Figure 1.2 Percentage of Students with Disabilities, by Age Group, Served in Different Educational Environments: School Year 1992-93



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

11 are served in regular classroom placements, compared to 30 percent for students age 12 through 17, and 23 percent for students age 18 through 21. These percentages may occur because overall, the environments and curriculums used in elementary schools are less complex. In elementary school students tend to stay in one classroom with one teacher for most of the day. Therefore, adaptive equipment has to be moved less frequently and guidance on inclusive practices can focus on fewer environments and variations in instructional practices. The relatively large percentage of students age 18 through 21 served in separate classes and schools may reflect placements in specialized vocational programs or other transition programs located outside the regular school building.

Placement Patterns by Disability

Placement patterns differ considerably by disability, as shown in table 1.7. Data for 1992-93 indicate that students with speech or language impairments were served almost exclusively in regular classroom settings (81.8 percent) and resource rooms (10.7 percent).

Table 1.7 Percentage of Students with Disabilities Age 6 through 21 Served in Different Educational Environments, by Disability: School Year 1992-93

Disability	Regular Class	Resource Room	Separate Class	Separate School	Residential Facility	Homebound/ Hospital
Specific learning disabilities	34.8	43.9	20.1	0.8	0.2	0.2
Speech or language impairments	81.8	10.7	6.0	1.4	0.1	0.1
Mental retardation	7.1	26.8	56.8	7.9	0.9	0.5
Serious emotional disturbance	19.6	26.7	35.2	13.7	3.5	1.3
Multiple disabilities	7.6	19.1	44.6	23.6	3.4	1.8
Hearing impairments	29.5	19.7	28.1	8.3	14.0	0.4
Orthopedic impairments	35.1	20.0	34.1	6.7	0.6	3.5
Other health impairments	40.0	27.4	20.6	2.5	0.5	9.1
Visual impairments	45.5	21.1	18.0	5.6	9.4	0.5
Autism	9.0	9.6	50.0	27.6	3.2	0.6
Deaf-blindness	12.3	9.7	31.4	21.2	24.6	1.0
Traumatic brain injury	16.4	19.8	28.4	28.4	4.4	2.6
All disabilities	39.8	31.7	23.5	3.7	0.8	0.5

Source: U.S. Department of Education, Office of Special Education, Data Analysis System (DANS).

Students with specific learning disabilities, other health impairments, orthopedic impairments, and serious emotional disturbance were generally served in regular schools, regular classes, resource rooms, and separate classes. Students with mental retardation continued to be served primarily in resource rooms and separate classrooms.

Students with hearing or visual impairments were served in a wide variety of settings. Twenty-nine percent of students with hearing impairments and 45 percent of students with visual impairments were served in regular classrooms. Twenty-three percent of students with hearing impairments and 15 percent of students with visual impairments were served in separate schools, residential facilities, and homebound/hospital settings.

Students with multiple disabilities, autism, deaf-blindness, and traumatic brain injury were typically served in more restrictive settings than other students with disabilities. Separate class and separate day school placements were most common for students with multiple disabilities, autism, and traumatic brain injury. The majority of students with deaf-blindness were served in separate classes, separate schools, or residential facilities.

Findings Related to Inclusive School Practices

Providing individualized and appropriate education for all children and youth with disabilities in general education classrooms requires substantial commitment and support from a variety of levels. Recognizing this reality, OSEP has funded a number of projects over the last decade that have focused on specific research issues (such as promoting academic achievement of students with learning disabilities, and promoting physical and social integration of students with severe disabilities), demonstration projects that assist LEAs in implementing inclusive schooling practices, institutes (such as the California Research Institute and the Consortium on Inclusive Schooling Practices) to help schools include students with significant disabilities in general education classrooms, or State capacity-building activities that promote inclusive schooling (for example, 29 States have received Statewide Systems Change Project Grants). From these and other efforts, several conditions have been identified as supporting inclusive schooling practices. They are described below.

- Commitment to using a team of professionals with various levels of expertise to plan and implement the IEPs of children and youth with disabilities (Rainforth, York, and MacDonald, 1992).
- Leadership demonstrated by individuals within school buildings, districts, and at the State level that helps educators build a vision of inclusive services and supports actions to achieve realization of that vision (Janney, Snell, Beers, and Raynes, 1995; Salisbury, 1991).

- Active involvement and support from families of children with disabilities for inclusive education (Nesbit, 1992).

- Ongoing and vigilant support and training of the front-line general and special education teachers as the general education curriculum is adapted to ensure IEPs are implemented for the children and youth with disabilities (Fuchs, Fuchs, Hamlett, Phillips, and Karns, 1995).

Positive learning results are attainable for students with disabilities served in inclusive contexts. These, and other benefits, can be attained when staff perceive themselves and their students as adequately supported, and when programs provide the supports necessary for students with disabilities to learn effectively and efficiently. Many of these supports require redeployment of existing resources, rather than procurement of new services and personnel. Given these parameters, table 1.8 gives an overview of some of the trends and findings that have been reported in the literature. Most are grounded in the work of research and demonstration projects funded by OSEP.

Factors Affecting Attainment of Positive Results

Research has shown that several factors affect the school environment. The National Center on Educational Restructuring and Inclusion (NCERI) (Lipsky and Gardner, 1994) found that successful inclusion programs had strong leadership, collaboration, and supports for students; refocused use of assessments and funding; and effective parental and family support. Two of the factors, strong leadership and collaboration, can take different forms. For example, the perceived availability of administrative, technical, and collegial support affected how the teachers rated their experiences in inclusive settings (Wolery, Werts, Caldwell, Snyder, and Lisowski, 1995; Karasoff, Alwell, and Halvorsen, 1992). Other factors that affect the school environment are student and classroom accommodations (Hamilton, Welkowitz, Mandeville, Prue and Fox, 1995; Peters, 1990), building a sense of community in the classroom (Salisbury, Gallucci, Polombaro, and Peck, in press) and involvement of and support provided to parents (Nisbet, 1992).

Implications for the Future

Despite advances in understanding the conditions associated with positive social and academic results for students with disabilities in general education classrooms, substantial gaps continue to exist in our knowledge of inclusive schooling. Substantial gaps also continue to exist between what is known and what occurs in many public schools.

In addition to these and other areas of clear research need, continued efforts are needed to ensure that the findings and innovations from research projects become widely adopted and used in the majority of the nation's schools. Support should continue for projects such as those described below:

Table 1.8 Positive Learning and Social Results Using Inclusive School Practices

Skill Area	Results
Academic/learning	Higher quality IEPs compared to those in special classes (Hunt, Farron-Davis, Curtis, & Goetz, 1994).
	Higher levels of engaged time in general education compared to students in special education (Hunt, Farron-Davis, Curtis, & Goetz, 1994).
	Higher levels of engaged time for elementary students with and without disabilities in classrooms in which there are students with more significant disabilities (Hollowood, Salisbury, Rainforth, & Palombaro, 1994).
	Disruptions to classroom learning time not associated with students with significant disabilities (Hollowood, Salisbury, Rainforth, & Palombaro, 1994).
	Students with disabilities learn targeted skills in general education classrooms (Wolery, Werts, Caldwell, & Snyder, 1994; Hunt, Staub, Alwell, & Goetz 1994).
	No decline in academic or behavioral performance of nondisabled classmates on standardized test and report card measures (Sharpe, York, & Knight, 1994).
Social	High school students report that interactions with students with disabilities produced positive attitudes, increased responsiveness to needs of people, and increased appreciation for diversity (Helmstetter, Peck, & Giangreco, 1994).
	Students with disabilities in general education settings are alone less often and display more social contact than students in special classes (Hunt, Farron-Davis, Curtis, & Goetz, 1994; Kennedy & Itkonen, 1994; Romer & Haring, 1994).
	Demonstrated gains in social competence for students in inclusive settings compared to that of students in segregated placements (Cole & Meyer, 1991).
	Social acceptance and opportunity for interactions not uniquely associated with child's level of functioning (Evans, Salisbury, Palombaro, Berryman, Hollowood, 1992).
	Regular class participation is an important factor in determining the composition and stability of social networks for high school students with disabilities (Kennedy & Itkonen, 1994).

- *demonstration projects* to build a cadre of model schools that engage in inclusive schooling practices;
- *outreach projects* to assist schools in addressing particular problems they face when implementing inclusive schooling practices;
- *State-level projects* for addressing policy barriers to inclusive schooling and for identifying and addressing State needs related to inclusion;
- *State and regional projects* to address the training and support needs of teachers employed in schools engaged in inclusive schooling; and
- *systematic projects* designed to synthesize the existing knowledge on inclusive schooling and to evaluate means for ensuring its utilization in schools and representing diverse demographic characteristics.

STUDENTS WITH DISABILITIES EXITING EDUCATIONAL PROGRAMS

In 1992, OSEP began changing the way it collected data on students with disabilities exiting educational programs. Since 1984-85, OSEP had collected data from States on the number of students age 14 and older exiting the educational system by age and disability. In 1992, OSEP distributed to the States a revised data format along with the format used since 1984-85. States and Outlying Areas were allowed to choose which format to complete. Twenty-two States used the new form in 1992-93. The 1992-93 exiting data are reported in this section. For the 1993-94 exiting data, which will be reported in the 18th Annual Report to Congress, the new format will be mandatory for all States.

The revised format collects data on students exiting *special education*, not the educational system. Exit categories in the revised format include:

- returned to regular education;
- graduated with diploma;
- graduated with certificate;
- reached maximum age;
- died;
- moved, known to be continuing;
- moved, not known to be continuing; and
- dropped out.

Data on three of these categories -- returned to regular education, died, and moved -- were not collected in the past. The definition of the "dropped out" category was revised. Twenty-eight States and Outlying Areas reported data using the new format.[5]

In addition to introducing new exit categories, OSEP will also analyze exit data differently. Rather than basing percentages on the total number of students with disabilities exiting the educational system as in past years, percentages will be based on the total Part B and Chapter 1 (SOP) child count for students 14 and older. For example, in the past the total number of students with disabilities graduating with a diploma would be divided by the total number of students with disabilities exiting the educational system. Now, the total number of students with disabilities graduating with a diploma will be divided by the total number of students with disabilities age 14 or older. The annual rates at which students with disabilities 14 and older exit through particular bases (e.g., an annual graduation rate or annual dropout rate) will also be reported.

Because some States used the optional new format to report exiting data, and some used the old format, national totals could be computed only for those categories that remained unchanged from previous years. These include graduation with a diploma, graduation with a certificate, and reached maximum age for services. As shown in table 1.9, in 1992-93, 7.2 percent of all students with disabilities age 14 and older graduated with a diploma. Students with deaf-blindness (11.8 percent), visual impairments (10.2 percent), or traumatic brain injury (9.7 percent) were most likely to graduate with a diploma. Students with autism (2.3 percent) and multiple disabilities (4.1 percent) were least likely to graduate. While these percentages are based on all students with disabilities age 14 and older served under IDEA and Chapter 1 (SOP), the number of students with traumatic brain injuries, autism, and multiple disabilities is quite small. As a result, percentages may be subject to frequent change as the exit status of a few students can alter the national percentage of students with these low incidence disabilities in each exit category.

Certificates of completion or modified diplomas were earned by 2.4 percent of students with disabilities age 14 and older exiting the special education system. Certificates of completion or modified diplomas were most prevalent among students with deaf-blindness (11.1 percent) and those with mental retardation (4.8 percent). Relatively few students with disabilities -- 5,096 or .4 percent -- exited by reaching 22, the maximum age for services.

Table 1.10 shows the percentage of students with disabilities 14 and older (based on the IDEA child count) graduating with a diploma or certificate each year for the past five years. The graduation rate for students with disabilities as a whole has been essentially unchanged over the past five years. Rates for students with mental retardation are slightly higher than those for students with learning disabilities or serious emotional disturbance.

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[5] Palau did not submit data on students exiting educational programs.

Table 1.9 Number and Percentage of Students 14 and Older Exiting Educational Programs, by Disability: School Year 1992-93[a/]

	Graduated with Diploma	Graduated with Certificate	Reached Maximum Age	Child Count 14+
Specific learning disabilities	8.0 (69,309)	2.0 (17,156)	0.1 (746)	869,769
Speech or language impairments	7.8 (3,516)	1.1 (514)	0.3 (116)	45,297
Mental retardation	5.4 (12,718)	4.8 (11,305)	1.1 (2,662)	234,676
Serious emotional disturbance	5.8 (10,411)	1.4 (2,474)	0.3 (583)	181,031
Multiple disabilities	4.1 (1,494)	3.1 (1,116)	1.8 (642)	36,416
Hearing impairments	8.7 (1,851)	3.1 (660)	0.2 (41)	21,245
Orthopedic impairments	9.0 (1,451)	2.6 (421)	0.7 (117)	16,094
Other health impairments	8.2 (1,815)	2.8 (627)	0.3 (65)	22,207
Visual impairments	10.2 (872)	3.0 (260)	0.4 (31)	8,504
Autism	2.3 (114)	2.2 (110)	1.2 (62)	4,947
Deaf-blindness	11.8 (68)	11.1 (64)	3.1 (18)	575
Traumatic brain injury	9.7 (182)	1.3 (25)	0.7 (13)	1,886
All disabilities	7.2 (103,801)	2.4 (34,732)	0.4 (5,096)	1,442,647

[a/] Percentages presented in this table are calculated based on the total number of students with disabilities age 14 and older. They are not comparable to percentages presented in previous Annual Reports to Congress.

Source: U.S. Department of Education, Office of Special Education, Data Analysis System (DANS).

Table 1.10 Percentage of Students with Disabilities 14 and Older Graduating with a Diploma or Certificate: School Years 1988-89 to 1992-93

Year	All Disabilities	Specific Learning Disabilities	Speech or Language Impairments	Mental Retardation	Serious Emotional Disturbance	Other Disabilities
1988-89	10.66	10.20	13.05	11.73	8.82	13.58
1989-90	10.61	10.44	9.91	12.09	8.22	12.79
1990-91	10.38	10.03	13.42	11.66	7.95	12.96
1991-92	9.99	9.94	8.44	11.29	7.49	12.64
1992-93	10.16	10.11	9.12	11.31	7.94	12.59

Source: Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

For those bases of exit that appear on only one of the two formats, State estimates are included in the appendices, but no national totals are reported. In addition, because the old and revised formats use different definitions for the category "dropout," national dropout rate estimates could not be reported this year.

SERVICES ANTICIPATED TO BE NEEDED BY EXITING STUDENTS WITH DISABILITIES: RESULTS OF THE PASS PILOT TEST

IDEA specifies that OSEP collect data on those services anticipated to be needed for students age 12 through 21 exiting the educational system. In the past, anticipated services data were collected annually. Because of changes in the law, these data are now collected every three years. Data on anticipated services data are intended to improve transition planning by informing State agencies, such as Vocational Rehabilitation and Developmental Disabilities, of the service needs of students exiting the educational system. Initially, OSEP collected the data from States on an aggregate basis. However, at least two problems with this data were identified. In some cases, State personnel based service needs estimates on the student's type of disability. In other cases, data were gathered by school and district personnel who may have been inexperienced in judging the adult service needs of students leaving the educational system.

The PASS System

OSEP began investigating alternative ways to collect anticipated services data in 1988. The PASS (Performance Assessment for Self-Sufficiency) system was designed to provide a better way to collect, synthesize, and report anticipated service needs data. The PASS system consists of two distinct components. The first component is the PASS instrument, which provides information about the functional performance of students that service providers complete on the basis of their knowledge of the student. The second component is an expert system that translates the assessments into useful information that special education and adult services agencies at all levels can use to anticipate service needs and plan services for young persons with disabilities.

The PASS instrument was developed in collaboration with well-known transition experts, State and local administrators, and special education and adult services providers. The specific skills and behaviors targeted on the PASS instrument are ones that are typically required for adult life and that have service implications. For example, very low performance ratings on several specific indicators -- such as "moves self about in immediate neighborhood (e.g., walking, bicycling)," "uses public transportation if available (e.g., bus, taxi)," "uses maps and bus schedules when appropriate," etc. -- suggest that the student will need assistance with the mobility and transportation aspects of daily living. The PASS instrument also provides information about the student's training, education, and employment, as well as any major behavior problems. No special assessment training is required. Service providers may complete the PASS based on what they already know about the student from direct observation or other reliable sources.

The second component of this new approach uses expert system technology for projecting service estimates in 16 categories, for individuals and service populations, based on data from the PASS instrument.[6] The PASS expert system converts service providers' ratings of students on the PASS instrument into case-by-case and aggregate projections of adult service needs. The PASS expert system was constructed with input from a professionally and geographically diverse and representative group of over 30 experts knowledgeable in the full spectrum of disability categories and adult service areas.

Results of the PASS Pilot Test

A 10-State field test of the administrative feasibility of States and school districts using the PASS instrument to collect data was conducted in 1991-92. The 10 States represented the range of all States on three factors: 1) complexity of intrastate education data collection pathways; 2) availability of pupil-based data at the State level; and 3) per pupil expenditures in special education. They were also nationally representative of various demographic characteristics, such as number of urban centers and population size. The participating States were Illinois, Louisiana, Massachusetts, Michigan, Minnesota, Mississippi, New Jersey, North Carolina, North Dakota, and Ohio.

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[6] The sixteen service categories used in PASS differ from earlier collections of anticipated services. For example, information was newly collected on social skills training, alternative education services (such as adult basic education and GED), services to support post-secondary education, recreation and leisure services, and case management services. In some cases, old service categories were combined, while others were split.

Table 1.11 shows the percentage of students anticipated to have a *primary* need in one of the 16 service categories in the 1991-92, as determined by the PASS expert system technology. The four PASS system need categories are:

- *primary need* - those needs judged to be essential for the student, demanding attention irrespective of budgetary and other pressures;
- *secondary need* - those needs considered warranted, but which experts felt were not critical and could be left to the discretion of service providers;
- *no need* - those needs for which the student required no additional services; and
- *unknown* - those needs for which information was not present, or marked unknown by the rater, such that the expert system could not make a valid decision on the need requirements.

Across the 10 States, case management was the primary need in most demand (required by 80 percent of the exiting students). Louisiana had the lowest demand for case management (60 percent), and North Dakota the highest (89 percent). The PASS expert system projected that in six States -- Illinois, Massachusetts, Mississippi, North Carolina, North Dakota, and Ohio -- alternative education services were a primary need for over half of their exiting students. In nine States, recreation and leisure services were a primary need for over 40 percent of the students. The PASS expert system projected that only a small percentage of students had a primary need for vocational training and job placement. In all 10 States, only 3 percent of the students had that need. Exiting students with disabilities in two States -- Louisiana and North Carolina -- did not require vocational services. It is interesting to note that few students had no primary needs. In fact, the PASS expert system results for Michigan and Mississippi showed that all exiting students had a primary need for a least one post-school service.

In all 10 States, the PASS expert system projected that few exiting students had secondary needs. No students were indicated as having secondary needs for services in the specialized transportation, medical and medically related, independent living, recreation and leisure, and case management categories. A secondary need for services to support postsecondary education was indicated for 13.5 percent of the students in the sample. A secondary need was indicated for 10 percent of the students in the sample in each of the areas of alternative education, communication, and technological aids.

OSEP Activities on Anticipated Services Data

PASS uses a very different mode of data collection than any other OSEP collections. To discuss the value and the administrative feasibility of the PASS system, OSEP

60

Table 1.11 Percentage[a/] of Students with Disabilities Exiting the Educational System in the 1991-92 School Year Anticipated to Have a Primary Need for Services Beyond High School

Anticipated Services	Illinois (n=114)	Louisiana (n=91)	Massachusetts (n=53)	Michigan (n=74)	Minnesota (n=100)	Mississippi (n=76)	New Jersey (n=105)	North Carolina (n=104)	North Dakota (n=202)	Ohio (n=119)	Total (n=1,038)
Mobility	30	25	26	22	11	39	18	24	18	22	23
Specialized Transportation	15	12	8	7	6	14	9	9	4	8	9
Technological Aids	36	25	21	45	19	14	29	25	30	28	28
Medical and Medically-Related	18	15	15	24	20	18	21	17	13	13	17
Communication	55	38	43	59	39	25	34	34	51	42	43
Independent Living	47	34	26	31	21	53	35	38	36	33	36
Residential Living	18	13	4	26	22	14	13	19	28	17	19
Social Skills Training	37	32	53	30	27	47	38	32	25	40	34
Mental Health	12	14	25	20	13	14	30	13	17	20	18
Vocational Training and Job Placement	1	0	4	3	3	5	4	0	5	3	3
Ongoing Employment-Related	22	14	30	9	10	21	14	13	13	24	16
Alternative Education	55	36	62	36	38	66	39	59	53	55	50
Services to Support Post Secondary Education	36	26	34	53	67	25	37	41	58	47	45
Recreation/Leisure	54	42	51	49	32	53	57	44	40	47	46
Family Services	25	22	13	15	6	21	9	12	9	15	14
Case Management	83	60	79	82	81	80	70	80	89	86	80
No goods or special services anticipated	5	7	2	0	5	0	4	1	3	5	3

[a/] Percentages based on the number of students with disabilities exiting the educational system.

Note: The numbers in parentheses indicate the sample size in each State.

Source: American Institutes for Research, Palo Alto, "Project PASS System Output" October 3, 1994.

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convened a task force in March 1994. The task force included representatives from advocacy organizations and Regional Resource Centers, State directors of special education, State vocational rehabilitation agencies, State special education data managers, State transition coordinators, and university researchers. Members of the task force identified many benefits that could result from the PASS system, including providing a "seamless" transition from special education to adult services; providing a tool for outcome assessment; improving interagency cooperation at the State level; aiding transition planning for individual students; and permitting system-level planning based on a common information base. The task force also identified issues that must be resolved prior to implementing PASS nationally. These issues include: assessing whether the PASS instrument's assessment of the functional performance of students with mild disabilities is valid; assessing how student age may affect the validity of the PASS system; assessing how the demand for services would affect educational and non-educational agencies, since there is currently no Federal entitlement for adult services; having experts determine whether the decision rules are valid; and maintaining confidentiality of student records.

Based on the task force findings, OSEP decided to conduct a second field test of the instrument to identify as many implementation issues as possible. Results of the field test would also be used to refine the expert system decision rules and the PASS instrument. This field test was conducted in selected States during the 1994-95 school year.

PERSONNEL EMPLOYED AND NEEDED TO SERVE STUDENTS WITH DISABILITIES

In order to ensure that all students with disabilities have access to a free appropriate public education, there must be an adequate supply of personnel with appropriate training or certification including teachers, diagnostic staff, related services personnel, and other instructional and non-instructional staff. Each year, States report to OSEP the number of special education teachers and other special personnel providing services to students with disabilities. They also report the number of additional staff needed due to staff vacancies or instances when positions are filled by staff members who are not fully trained or certified for their position. Data are not collected on the number of general regular education teachers who work with students with disabilities.

This section presents data on the number of special education teachers and other special staff employed, and the number needed, to serve students with disabilities in the 1992-93 school year. These data are reported in full-time equivalents (FTE) and are grouped according to the disability of the students served.[7] Staff other than teachers are reported by type of position and are also reported in FTEs.

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[7] Teachers in cross-categorical programs teach classes with students having varying disabilities.

63

Table 1.12 Special Education Teachers Employed to Serve Students Age 6 through 21 Served Under Part B and Chapter 1 (SOP): School Year 1992-93

Disability	FTE Teachers
Specific learning disabilities	98,125
Speech or language impairments	41,208
Mental retardation	43,106
Serious emotional disturbance	29,684
Multiple disabilities	7,732
Hearing impairments	6,913
Orthopedic impairments	3,443
Other health impairments	2,136
Visual impairments	2,964
Autism	1,652
Deaf-blindness	170
Traumatic brain injury	217
Cross-categorical[a]	73,852
Total	311,201

[a] Teachers in cross-categorical programs teach classes with students having varying disabilities.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Personnel Employed to Serve Students with Disabilities

During the 1992-93 school year, 311,201 special education teachers were employed (see table 1.12), slightly more (.7%) than in 1991-92. These figures do not include regular classroom teachers and other staff who provide services to students with or without disabilities as part of the general education program.

The largest special education teacher category in school year 1992-93 was the specific learning disabilities category. Nearly one-third of the special education teachers employed to serve students with disabilities age 6 through 21 taught students with specific learning disabilities (98,125 FTE, or 31.5%). The next largest category of special education teachers (73,852 FTE, or 23.7%) taught students in cross-categorical classes, where students with a variety of disabilities are served. The largest percentage of increases in special education teachers occurred among teachers serving students with autism or traumatic brain injury. This is not surprising, since 1992-93 was the first year States were required to report the number of teachers serving students in those categories. Reporting was optional for those two disability categories in 1991-92.

In 1992-93, 320,420 personnel other than special education teachers worked with students with disabilities age 3 through 21 (see table 1.13). Teacher's aides accounted for 55.7 percent of all staff other than special education teachers. This percentage has remained relatively stable over the last 5 years. Non-professional staff accounted for another 10.9 percent of the other related personnel employed. The number of non-professional staff has more than doubled since the reporting category was established in the 1989-90 school year.

Personnel Needed to Serve Students with Disabilities

States reported in 1992-93 that they needed 25,829 FTE teachers to fill funded vacancies and replace teachers who were not fully certified. This is 5.3 percent less than the number of teachers needed in 1991-92. Table 1.14 shows that the greatest need is for teachers of students with specific learning disabilities (27.4 percent). Teachers in cross-categorical programs are also in especially short supply, and are 23.4 percent of all special education teachers needed.

States also reported needing 5,000 FTE teacher aides to fill vacancies and to replace personnel who were not fully certified or licensed, by far the greatest need among the personnel other than special education teachers categories. As in previous years, States also reported needing sizeable numbers of psychologists (1,215), other nonprofessional staff (1,234), and supervisors and administrators at the LEA level (1,176).

OSEP Activities on Personnel Data

As noted in last year's Annual Report, OSEP has undertaken a variety of activities to address changes, mandated in the 1990 Amendments to IDEA (P.L. 101-476), in the way data are collected on special education and related services personnel. These changes required for the first time that OSEP collect data on a five-year projection of personnel demand. The activities undertaken to address this data collection included a study to determine the feasibility of using existing databases; a survey to ascertain the current status of personnel data collection systems in the States; a series of task force meetings to help design a data collection format; selection of a model for projecting personnel demand; and a pilot test of the data collection format.

In the past year, the results of each of these activities were analyzed and a new data collection form developed. This form was used for the first time in the 1993-94 personnel data collection. The form was revised for use with the 1994-95 data

Table 1.13 Special Education Personnel Other Than Special Education Teachers Employed and Needed to Serve Students with Disabilities Age 3 through 21: School Year 1992-93

Type of Personnel	FTE Personnel Employed	FTE Personnel Needed[a/]
School social workers	9,658	590
Occupational therapists	4,973	749
Recreational therapists	389	107
Physical therapists	3,504	583
Teacher aides	178,532	5,000
Physical education teachers	5,283	364
Supervisors/administrators (LEA)	15,791	1,176
Other non-instructional staff	24,772	1,284
Psychologists	20,138	1,215
Diagnostic staff	7,178	468
Audiologists	883	83
Work study coordinators	1,568	358
Vocational education teachers	4,481	313
Counselors	7,297	449
Supervisors/administrators (SEA)	1,064	130
Non-professional staff	34,908	1,234
Total FTE	320,420	14,103

[a/] These figures include: (1) the number of unfilled vacancies in funded positions that occurred during the 1992-93 school year (12 months), and (2) the number of additional personnel that were needed during the 1992-93 school year (12 months) to fill positions occupied by persons who were not fully certified or licensed. These figures include additional personnel needed by public and private agencies.

Note: The total FTE may not equal the sum of the individual disability categories because of rounding.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table 1.14 Special Education Teachers Needed to Serve Students with Disabilities Age 6 through 21: School Year 1992-93

Disability	Number of FTE Teachers Needed[a/]	Percentage of All Teachers Needed
Specific learning disabilities	7,075	27.4
Speech or language impairments	2,729	10.6
Mental retardation	3,011	11.7
Serious emotional disturbance	4,556	17.6
Multiple disabilities	790	3.1
Hearing impairments	509	2.0
Orthopedic impairments	234	0.9
Other health impairments	216	0.8
Visual impairments	242	0.9
Autism	382	1.5
Deaf-blindness	20	0.1
Traumatic brain injury	29	0.1
Cross-categorical	6,036	23.4
Total	25,829	100.0

[a/] These figures include: (1) the number of unfilled vacancies in funded positions that occurred during the 1992-93 school year (12 months), and (2) the number of additional personnel that were needed during the 1992-93 school year (12 months) to fill positions occupied by persons who were not fully certified or licensed. These figures include additional personnel needed by public and private agencies.

Note: Percentages may not total 100 percent because of rounding.

Note: The total FTE may not equal the sum of the individual disability categories because of rounding.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

collection. Both the 1993-94 and the 1994-95 forms used the following categories to collect data on special education teachers and other personnel employed to provide services to students with disabilities.

- *Employed/Fully Certified or Licensed:* The number of FTE personnel employed or contracted who had appropriate State certification or licensure for the position held.

- *Employed/Not Fully Certified:* The number of FTE personnel employed or contracted who were employed in an emergency, provisional, or other basis if they did not hold standard State certification or licensure for the position to which they were assigned.

- *Vacant Positions:* The number of unfilled vacancies in funded positions that existed at the time the count was taken.

- *Retained/Fully Certified or Licensed:* The number of fully certified teachers retained from the previous year. That is, the number of employed or contracted personnel providing special education and related services, who had appropriate State certification or licensure for the position held and who were employed in the same school district in the same position during the previous year.

- *Retained/Not Fully Certified:* The number of teachers, not fully certified, retained from the previous year. This includes personnel employed on an emergency, temporary, or other basis and who were employed by the same school district in the same position during the previous year under the same circumstances.

For each of these categories States were allowed to report counts either by Federal disability category or by some other category used in the State. For example, States may choose to use assignments/placement categories, such as consulting teacher, resource room teacher, etc., or they may provide counts by staff certification, such as elementary teacher of special education, teacher of students with severe disabilities, resource teacher, or similar categories.

In the next year, OSEP will review the accuracy of the data provided in each of these five categories and the States' ability to collect it. OSEP will carefully review the data, and will work with the States to ensure that accurate data are provided. These data will be reported for the first time in the 18th Annual Report to Congress.

SUMMARY AND IMPLICATIONS

The total number of children and youth from birth through age 21 served under Part B and Chapter 1 (SOP) increased to 5,373,077 during the 1993-94 school year, 217,127 (4.2 percent) more than in 1992-93. This is the largest yearly increase since the inception of IDEA in 1976. Most of the increase (209,073) occurred in the Part B program. The increase of 8,054 that occurred in the Chapter 1 (SOP) program represents two distinct trends. The number of infants and toddlers from birth through age 2 served under Chapter 1 (SOP) increased sharply by 25.1 percent, while the number of students age 3 through 21 declined by 5.5 percent.

Chapter 1 (SOP) funding decreased during each of its three final years. This trend began in 1992 when Congress moved toward merging Chapter 1 (SOP) with programs authorized under IDEA. However, Part B funds were increased by 4.7 percent, and the combined funding of Chapter 1 (SOP) and Part B rose by 4.0 percent. In 1994, the total Part B and Chapter 1 (SOP) allocation was $2,266,564,000.

The number of students in each of the 12 Federal disability categories remained relatively stable. During the 1993-94 school year, students with specific learning disabilities continued to account for more than half (51.1 percent) of all students age 6 through 21 served under Part B and Chapter 1 (SOP). Students with speech or language impairments (21.1 percent), mental retardation (11.6 percent), and serious emotional disturbance (8.7 percent) made up an additional 41.4 percent of those served. The largest growth occurred in the categories of traumatic brain injuries, students with other health impairments, and autism. The growth in the traumatic brain injury and autism categories was probably due to the relative newness of these reporting categories. The growth in the other health impairments category appears, in part, to be the result of increased service provision to students with ADD. The combination of the continued growth in the learning disabilities category and the growth in the mental retardation and other health impairments categories is one of the main reasons why the number of students served underwent its largest increase ever during 1993-94.

Information collected during 1992-93 revealed that the trend of increased reporting of children age 6 through 21 in regular classrooms is continuing. During the past five years, the percentage of children reported served in regular classrooms has increased from 30.5 percent to 40 percent. However, this change may be related in part to reporting changes in several large States. Over the same period, reported placement of students in resource rooms has decreased and placement of students in separate classes has remained relatively stable. During the 1993-94 school year, 39.8 percent of school-aged children were reported served in regular classroom placements, 31.7 percent in resource rooms, and 23.5 percent in separate classes. Therefore, 95 percent of students with disabilities were served in regular school buildings during the 1993-94 school-year. The percentage of students with disabilities served in regular school buildings has remained stable over the past five years. In the 1988-89 school year, 94 percent of school-aged students with disabilities were served in regular school buildings.

As in past years, placement patterns varied considerably by disability category during the 1992-93 school year. Each of the categories on the placement continuum contained at least some students from each disability category. Students with speech/language impairments, hearing impairments, orthopedic impairments, other health impairments, and visual impairments were most likely to be served in regular education classes. Students with learning disabilities were most frequently placed in resource rooms. Students with mental retardation, serious emotional disturbance, multiple disabilities, autism, deaf-blindness and traumatic brain injury were most likely to be served in separate class settings.

OSEP has funded a number of projects over the last decade that support inclusive school practices. Some of these projects have focused on specific research issues, while others have been demonstration projects or institutes. Several conditions identified as supporting inclusive schooling practices are: strong leadership, the commitment of all school personnel, active involvement and support from families, and ongoing support and training to general and special education teachers.

The number of teachers and other staff needed to fill funded vacancies and replace teachers who were not fully trained or certified to serve school-aged children decreased by 5.3 percent during the 1992-93 school year. However, States reported needing an additional 5,000 teacher aides. This was by far the area of greatest need for additional personnel, and may reflect the different personnel patterns that are being used.

OSEP has taken important steps toward improving data collections. In response to specific needs within States, the methods used to collect data on students exiting educational programs and the anticipated service needs of students exiting the educational system have undergone changes. In 1992, OSEP made changes with regard to the data collection on students exiting educational programs. States were given the option of using either a new, revised form or the old form. The revised form collects data on the number of students exiting the *special education system* rather than on the number of students exiting the educational system in general. Data on students 14 and older exiting with a diploma or certificate of completion show the graduation rate has remained steady for the past five years in each disability category.

The pilot study of the PASS system, which examined the anticipated service needs of students exiting the school system, found that the service in highest demand in a sample of States was case management. The need for alternative education and recreation and leisure services were also in high demand. Almost all exiting students had a primary need for services in at least one area. The pilot data from the PASS system are beginning to provide valuable information that can contribute to a "seamless" transition from special education to adult services.

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CHAPTER 2

MEETING THE NEEDS OF INFANTS, TODDLERS, AND PRESCHOOL CHILDREN WITH DISABILITIES

The Individuals with Disabilities Education Act (IDEA) supports efforts to provide coordinated service delivery systems for children with disabilities from birth through age 5 through several programs. The two major programs serving this population are the Early Intervention Program for Infants and Toddlers with Disabilities (Part H) (from birth through age 2), and the Preschool Grants Program (Section 619 of Part B) (ages 3 through 5). A number of discretionary programs also support projects for this population. These include the Early Education Program for Children with Disabilities (EEPCD) (Section 623 of Part C) and grants for activities such as training personnel and conducting research.

Part H was created by P.L. 99-457, the Education of the Handicapped Act Amendments of 1986. Part H authorizes assistance to States to address the needs of infants and toddlers (children from birth through age 2) with disabilities and their families. The grants support a statewide comprehensive, multi-disciplinary, interagency, coordinated program of early intervention services for infants and toddlers who meet the State's Part H eligibility criteria for an infant or toddler with a disability. This includes infants and toddlers who are at risk of having a substantial developmental delay if early intervention services are not provided, if a State chooses to serve those children and their families.

In order to receive funding for 3- through 5-year-olds under Section 619 or 611, States are required to provide a free appropriate public education (FAPE) to all eligible 3- through 5-year-olds with disabilities. Federal requirements governing the Preschool Grants Program are the same as those for the Part B program. This chapter has the three main sections described below:

- *Implementation of the Part H Program* summarizes the program's development and describes its implementation status. The frequency with which various service settings are utilized is described and the number of personnel employed and needed is reported. Efforts made by OSEP and the States to improve the Part H personnel data collection format are described.
- *Implementation of the Preschool Grants Program* reports the amount of the 1994 per child allocation, the number of children age 3 through 5 served, and the number of personnel employed and needed. The educational placements of preschoolers with disabilities and Preschool Grants Program implementation issues are discussed.

- *Other OSEP Programs Benefitting Young Children with Disabilities* describes other programs OSEP sponsors that serve young children, such as the Early Education Program for Children with Disabilities (EEPCD).

IMPLEMENTATION OF THE PART H PROGRAM

The original legislation that created the Part H program required that FY 1991 be the first year of full implementation, after a five-year phase-in period to build the service delivery system Congress envisioned. To participate in the program during the fourth year, States had to provide assurances that policies addressing the required components of an early intervention system were in place and that multi-disciplinary evaluations and assessments, individualized family service plans (IFSPs), and case management services (now called service coordination) were available to all eligible infants, toddlers, and their families.

As the deadline for applying for fourth-year funds approached in FY 1990, it became clear that a number of States were not prepared to meet the fourth-year requirements. At the time it appeared that the only option open to those States was to drop out of the program completely. To enable States to remain in the program, Congress amended the Part H requirements, effective June 1991, and adopted a system of differential funding for FY 1990, 1991, and 1992.

States that were able to move ahead on the original implementation schedule set forth in Part H by P.L. 99-457 received larger grants than States that had not completed either fourth- or fifth-year requirements. States that were having difficulty meeting the requirements for the fourth or fifth year of participation were eligible to receive up to two extended participation grants. A State under the extended participation option received a grant award equal to the State's grant award from the previous year. Ten States and one Outlying Area requested extended participation for FY 1990. In FY 1991, 18 States provided assurances for meeting full implementation of the Part H program, 26 States entered their first year of extended participation, and 11 States entered their second and therefore final year of extended participation.

As reported in the 16th Annual Report to Congress, at the close of FY 1992 a total of 41 States and jurisdictions had been awarded grants for full implementation of Part H. Twelve States and jurisdictions had received awards for a second year of extended participation, and one State did not apply for a Part H grant. No further extensions were authorized. On September 30, 1994, the end of availability for FY 1993 funds, all States and jurisdictions assured full implementation of the Part H program.

Table 2.1 Grant Awards Under Part H Appropriation Year 1993, Allocation Year 1993-94

State	Part H	State	Part H
Alabama	$ 3,046,905	Nevada	$ 1,082,919
Alaska	1,042,702	New Hampshire	1,042,702
Arizona	3,312,138	New Jersey	5,884,344
Arkansas	1,736,776	New Mexico	1,352,764
California	29,207,477	New York	14,117,157
Colorado	2,642,716	North Carolina	5,011,663
Connecticut	2,426,424	North Dakota	1,042,702
Delaware	1,042,702	Ohio	8,016,235
District of Columbia	1,042,702	Oklahoma	2,344,879
Florida	9,650,350	Oregon	2,121,710
Georgia	5,417,361	Pennsylvania	8,210,103
Guam	880,891	Puerto Rico	3,045,563
Hawaii	1,042,702	Rhode Island	1,042,702
Idaho	1,042,702	South Carolina	2,796,532
Illinois	9,265,029	South Dakota	1,042,702
Indiana	4,124,608	Tennessee	3,619,468
Iowa	1,934,501	Texas	15,327,041
Kansas	1,869,241	Utah	1,778,806
Kentucky	2,620,544	Vermont	1,042,702
Louisiana	3,458,507	Virginia	4,789,719
Maine	1,042,702	Virgin Islands	522,340
Maryland	3,926,195	Washington	3,943,587
Massachusetts	4,451,846	West Virginia	1,098,617
Michigan	7,359,225	Wisconsin	3,581,798
Minnesota	3,334,075	Wyoming	1,042,702
Mississippi	2,078,640	American Samoa	400,457
Missouri	3,808,036	Bureau of Indian Affairs	2,606,756
Montana	1,042,702	Palau	79,593
Nebraska	1,191,819	Northern Marianas	249,519
		U.S. and Outlying Areas	$213,280,000
		50 States, D.C. & P.R.	$208,540,444

Source: U.S. Department of Special Education Programs, Office of Special Education Programs, Data Analysis System (DANS).

To further support the implementation of the Part H program during FY 1993, Congress appropriated $213,280,000, 23 percent more than the $172,861,111 million appropriated for FY 1992. Table 2.1 reports the FY 1993 Part H grant amount for each State and Outlying Area.[1]

Under the Part H regulations, Micronesia and the Marshall Islands are not eligible to receive Part H program or Preschool Grants Program funds. Therefore, they are not in the tables in the chapter.

State-reported Data on the Part H Program

OSEP collects five types of information about infants and toddlers receiving early intervention services from the States: (1) the number served, (2) the number in need of services, (3) the types services provided, (4) personnel employed and needed, and (5) the setting in which services are provided. The States' ability to report complete and accurate information varies. As implementation of the Part H program has progressed, State data collection and reporting systems have also improved. However, some States continue to have difficulty merging information from different agencies to produce an unduplicated count of infants and toddlers. Other States have difficulty obtaining data from all the entities that serve infants and toddlers. Thus, while the quality of the data available at the national level has improved considerably, continued improvement is still necessary. OSEP has been working with States to improve the quality of the information provided. OSEP activities on these State-reported data are discussed in a subsequent section.

Number of Infants and Toddlers Being Served

To determine the number of infants and toddlers receiving early intervention services during 1993-94, OSEP collected data on December 1, 1993 from the States on infants and toddlers served in: (1) Chapter 1 (SOP) programs[2] on December 1, 1993 or (2) any other type of early intervention program. States are required to submit a count of infants and toddlers served under Chapter 1 (SOP) in order to receive Federal funding for those children.[3] States are also required to submit an unduplicated count of all other children receiving early intervention services as a condition of their Part H grant award.

States and Outlying Areas reported to OSEP that on December 1, 1993, they were serving a total of 154,065 infants and toddlers with disabilities, or 1.3 percent of the entire birth through age 2 population. Chapter 1 (SOP) programs were serving 93,587 of the infants and toddlers, and 60,478 were receiving services under other early intervention programs. As indicated in table 2.2, about 7 percent more infants and toddlers were receiving services in December 1993 than in December 1992.

Table 2.2 also indicates that until 1993, there had been a steady decline in the total number and percentage of infants and toddlers served under all programs. This decline occurred even though increasing numbers of infants and toddlers were being served

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[2] Throughout this chapter, Chapter 1 (SOP) refers to the Chapter 1 Handicapped Program of ESEA which supports State operated and supported programs for persons with disabilities.

[3] The improving America's Schools Act (IASA) of 1994 merged the Chapter 1 Handicapped program with IDEA as of fiscal year 1995. For 1995, $34,000,000 of the appropriation for Part H will be distributed based on the count of children aged birth through 2 on December 1, 1994 who would have been eligible to participate under the Chapter 1 Handicapped program, as in effect prior to the enactment of the IASA. In addition, for fiscal years 1995-1999, the IASA added a hold harmless provision whereby no State may receive less than the combined total it received for children birth through 2 under the Chapter 1 Handicapped and Part H programs in fiscal year 1994. However, in fiscal years 1998 or 1999, if the total number of children aged birth through 2 for a State declines below the number reported for the State for fiscal year 1994, the hold harmless amount would be reduced by the same percentage.

Table 2.2 Change in Total Number of Infants and Toddlers from Birth Through Age 2 Served Since 1989 Under Chapter 1 (SOP) and All Other Programs

Year	Number Served Under Chapter 1	Number Served (All Programs)	Percentage of Population Served	Percentage Change in Total Number Served from Previous Year
1989	37,317	247,477	2.0	N/A
1990	50,827	194,363	1.77	-21.5
1991	66,478	166,634	1.41	-14.3
1992	76,397	143,392	1.18	-13.9
1993	93,587	154,065	1.30	+ 7.4

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

under Chapter 1 (SOP), and increasing numbers of States were fully participating in the Part H program. It must be noted, however, that the decline may have been a result of the data collection practices States used in the early years of the program. Previously, States included children who received some services and who did not necessarily have IFSPs. Further, there is an unknown degree of error in the data from the early years of the program due to problems with the count of children in early intervention programs. Some children may have been counted more than once, and others may not have been counted at all.

States have repeatedly maintained that the December 1 child count does not accurately report the number of infants and toddlers with disabilities actually served during the entire school year, in part because children may move in or out of service areas and programs during the year. In 1993, 22 States voluntarily submitted a cumulative count along with their December 1 count for their birth through age 2 populations. Nineteen of those States reported that their cumulative count was higher than their December 1 count. One State reported that its cumulative count was 330.5 percent larger than its December 1 count, but another State reported that its cumulative count was 45.9 percent less than its December 1 count. None of the States reported information that explained why the cumulative and December 1 counts differed.

Table 2.3 shows the number of infants and toddlers served in each State under Chapter 1 (SOP) and all other programs as of December 1, 1993. Overall, 36 States served more infants and toddlers in 1993 than in 1992. The increase in the total number of infants and toddlers served was the result of a fairly large increase in the number served under Chapter 1 (SOP) programs (22.4 percent) and a 9.7 percent decrease in the number served under all other programs. More than half the increase in the number served under Chapter 1 (SOP) programs occurred in two States (Florida and

Table 2.3 Number of Infants and Toddlers Receiving Early Intervention Services Under Chapter 1 (SOP) and Other Programs: December 1, 1993

State	Other Programs	Chapter 1 (SOP)	Birth through 2 Total	Population	Percentage of Population
Alabama	214	780	1,194	181,899	0.66
Alaska	0	605	605	33,995	1.78
Arizona	637	998	1,635	196,188	0.83
Arkansas	798	1,160	1,958	102,777	1.91
California	14,529	936	15,465	1,750,520	0.88
Colorado	2,377	948	3,325	160,460	2.07
Connecticut	0	1,266	1,266	137,767	0.92
Delaware	943	40	983	31,924	3.08
District of Columbia	746	308	1,054	24,195	4.36
Florida	0	9,460	9,460	569,524	1.66
Georgia	2,703	189	2,892	325,338	0.89
Hawaii	2,853	793	3,646	57,865	6.30
Idaho	0	764	764	51,318	1.49
Illinois	2,483	5,030	7,513	555,545	1.35
Indiana	1,479	2,763	4,242	242,863	1.75
Iowa	0	969	969	111,648	0.87
Kansas	129	887	1,016	109,060	0.93
Kentucky	0	978	978	156,966	0.62
Louisiana	305	2,078	2,383	206,617	1.15
Maine	756	0	756	46,520	1.63
Maryland	0	3,356	3,356	224,834	1.49
Massachusetts	0	7,197	7,197	254,606	2.83
Michigan	458	3,004	3,462	411,802	0.84
Minnesota	0	2,436	2,436	193,956	1.26
Mississippi	134	80	214	126,082	0.17
Missouri	0	2,087	2,087	222,191	0.94
Montana	0	402	402	34,437	1.17
Nebraska	0	722	722	67,649	1.07
Nevada	0	596	596	66,064	0.90
New Hampshire	19	661	680	46,280	1.47
New Jersey	464	2,369	2,833	349,884	0.81
New Mexico	950	67	1,017	82,771	1.23
New York	0	5,914	5,914	832,200	0.71
North Carolina	6,222	874	7,096	301,792	2.35
North Dakota	0	195	195	25,659	0.76
Ohio	13,945	0	13,945	485,629	2.87
Oklahoma	0	1,460	1,460	140,632	1.04
Oregon	0	1,271	1,271	124,222	1.02

Table 2.3 (cont'd)

State	Other Programs	Chapter 1 (SOP)	Birth through 2 Total	Population	Percentage of Population
Pennsylvania	0	6,227	6,227	481,857	1.29
Puerto Rico	4,325	0	4,325	.	.
Rhode Island	0	672	672	42,930	1.57
South Carolina	0	1,399	1,399	164,877	0.85
South Dakota	16	286	302	32,922	0.92
Tennessee	1,378	2,059	3,437	217,389	1.58
Texas	122	8,676	8,798	941,199	0.93
Utah	388	1,106	1,494	108,073	1.38
Vermont	13	160	173	22,333	0.77
Virginia	280	2,334	2,614	283,114	0.92
Washington	280	2,226	2,506	235,308	1.06
West Virginia	202	1,307	1,509	64,625	2.34
Wisconsin	0	2,998	2,998	206,904	1.45
Wyoming	0	427	427	19,959	2.14
American Samoa	0	0	0	.	.
Guam	86	18	104	.	.
Northern Marianas	44	44	88	.	.
Palau	.	5	5	.	.
Virgin Islands	.	0	0	.	.
Bureau of Indian Affairs	.	.	.	.	.
U.S. and Outlying Areas	60,478	93,587	154,065	11,865,169	1.30
50 States, D.C., and P.R.	60,348	93,520	153,868	11,865,169	1.30

Note: Data presented in the column "Chapter 1 (SOP)" were taken from the certified reports on the number of infants, toddlers, and children (birth through 21) served under Chapter 1 (SOP) and submitted by the Stated Educational Agencies. Data presented under "Other Programs" were taken from reports of the number of infants and toddlers served that were submitted by Part H Lead Agencies.

Note: Population figures are July estimates from the Bureau of the Census. No Census data are available for Outlying Areas.

Note: Data as of October 1, 1994.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

New York). Florida reported serving 9,460 infants and toddlers in Chapter 1 (SOP) programs in 1993, while in 1992 it reported serving only 2,027 -- an increase of 7,433.

Florida reported that expansion of services, new definitions for eligibility, and rapid population growth were the main reasons the increase occurred. New York reported serving 5,914 infants and toddlers under Chapter 1 (SOP) in 1993 compared to 3,730 in 1992 -- an increase of 2,184. New York reported that the increase was due to a change in reporting methodology. In the past, New York surveyed service providers to produce a child count. In 1993, they switched to performing an actual child count.

The 9.7 percent decrease in the number of infants and toddlers served under all other programs would have been even larger if not for: (1) large service population increases in California (14,529 in 1993 versus 10,943 in 1992), which reported it was able to serve more infants and toddlers because it had more funds to do so; (2) Indiana (1,479 versus 515 in 1992), which reported an increase in the number of children identified as "at-risk"; and (3) Ohio (13,945 in 1993 versus 11,394 in 1992), which reported an expansion of services at the local level. But the decrease is otherwise accounted for by very large decreases in (1) Connecticut (which did not report a reason for the decrease), (2) Florida and Missouri (which now serve all eligible children from birth through age 2 under the Chapter 1 (SOP) program), and (3) Massachusetts (which now uses improved reporting methods, enabling it to avoid the duplicate reporting of past years). These four States reported serving no infants and toddlers in programs other than Chapter 1 (SOP) during 1993, although in 1992 their combined count of nearly 12,000 was about one-fifth of all infants and toddlers served in those early intervention programs other than Chapter 1 (SOP).

Regardless of whether infants and toddlers are counted as receiving services in Chapter 1 (SOP) or non-Chapter 1 (SOP) programs, the overall proportion served changed little in most States. As in 1992, most States and jurisdictions served less than 2 percent of their total from birth through age 2 population in programs for infants and toddlers with disabilities in 1993, although the range across States varied widely. Some of the variation may be explained by variability in eligibility criteria, the child find and outreach strategies used, and because some States operate non-mandated programs for infants and toddlers who have been identified as "at-risk" for developing a disability. While these "at-risk" programs are not required under Part H, those States utilizing this option include "at-risk" infants and toddlers in their child counts.

Services and Settings

Table 2.4 provides information on the location of services provided to infants and toddlers and their families on December 1, 1992. Most States and jurisdictions provided information. However, data from one State and three jurisdictions were not received. Furthermore, three States did not use all of the available categories of information and therefore provided incomplete data. The amount of missing and incomplete data makes detecting trends across categories difficult. However, the data indicate that the general trend from previous years has persisted. That is, among all infants and toddlers receiving services, the home remains the most frequent location for services (40,896 or 29 percent), even though five States and jurisdictions did not use this reporting category. Outpatient services (37,409 or 27 percent) was the next most frequently cited location. This was closely followed by the early intervention classroom setting (36,541 or 26 percent). In 1992, early intervention classroom settings were used more frequently than outpatient services. The change may be related to the data reporting categories used by California.

The patterns of use of the various settings differs somewhat by the age of the infants and toddlers receiving services (see figure 2.1). For infants and toddlers from 0 to 1, services are equally likely to be delivered at the home or at the outpatient service

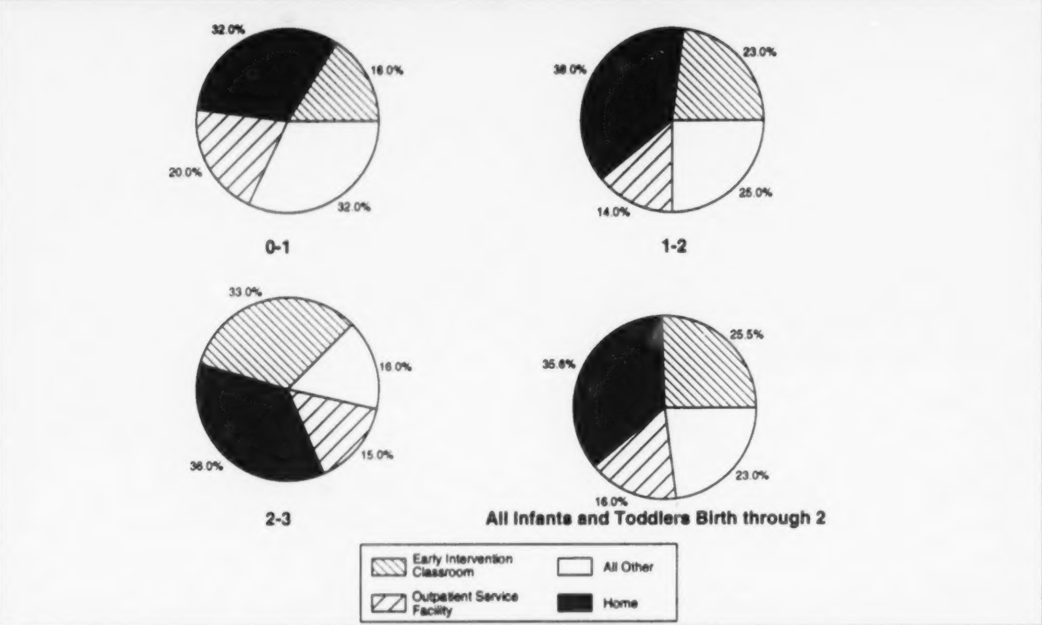
Table 2.4 Number of Infants and Toddlers from Birth Through Age Two Receiving Services in Different Early Intervention Settings: December 1, 1992

Setting	U.S. and Outlying Areas	50 States, D.C., and P.R.
Early intervention classroom	36,541	36,483
Family day care	703	698
Home	40,896	40,826
Hospital (inpatient)	8,122	8,096
Outpatient service facility	37,409	37,390
Regular nursery school/day care	4,444	4,441
Residential facility	105	105
Other setting	10,987	10,982
All settings	139,207	139,021

Note: Data as of October 1, 1994.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Figure 2.1 Settings in which Early Intervention Services Are Delivered, by Age Group, 1992-93



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

facility (32 percent each). Only 16 percent of infants and toddlers from 0 to 1 receive services in early intervention classrooms. Infants and toddlers age 1 to 2 are even more likely to receive services in the home (38 percent). However, they are nearly equally likely to receive services in either the early intervention classroom (23 percent) or in outpatient services facilities (25 percent).

Infants and toddlers with disabilities age 2 to 3 are most often provided services in either the home (36 percent) or early intervention classroom (33 percent). Only 16 percent receive services in outpatient services facilities.

The methods used to collect data on the services delivered to infants and toddlers with disabilities and their families are also evolving. Some States report that this information is an accurate description of services, but others have not been able to collect complete data (see table 2.5). The 1992-93 data shows that (1) special instruction, (2) family training, counseling and home visits, and (3) speech or language pathology were the services most often provided, and that they were provided with similar frequency. This pattern is somewhat different from the previous year's data, which indicated that special instruction was the service most often provided, followed by speech/language pathology, social work, occupational therapy, and physical therapy.

Table 2.5 Early Intervention Services on IFSPs Provided to Infants, Toddlers, and Their Families in Accord with Part H: December 1, 1992

State	Assistive Technology Services/ Devices	Audiology	Family Training Counseling and Home Visits	Health Services	Medical Services	Nursing Services	Nutrition Services	Occupa-tional Therapy	Physical Therapy
Alabama	68	114	383	86	128	161	101	257	423
Alaska	0	11	1	5	10	8	6	6	4
Arizona	14	91	122	18	5	139	22	638	640
Arkansas	60	299	522	283	403	272	250	226	440
California	93	901	184	955	64	1,049	274	437	2,246
Colorado	1,974	1,310	1,653	2,870	2,870	2,870	4,659	2,453	2,492
Connecticut	52	37	604	35	108	226	9	534	558
Delaware	28	18	325	35	662	575	268	199	140
District of Columbia	75	30	114	219	82	150	128	98	128
Florida	225	489	7,666	88	3,771	325	329	783	829
Georgia	.	437	687	280	517	351	250	739	910
Hawaii	66	326	2,109	54	177	290	275	431	476
Idaho	0	17	26	44	164	52	106	239	63
Illinois	136	385	1,975	250	238	969	329	750	728
Indiana	147	310	1,612	85	103	190	383	862	920
Iowa	0	6	7	0	2	3	2	17	42
Kansas	139	390	495	206	99	183	278	368	385
Kentucky	0	172	15	0	0	0	0	149	290
Louisiana	14	221	1,323	376	384	160	179	855	855
Maine	26	9	136	41	72	105	5	53	91
Maryland	269	551	221	47	155	431	20	905	1,268
Massachusetts	0	302	6,358	6,358	0	538	316	652	631
Michigan	104	215	1,034	185	315	125	106	1,109	974
Minnesota	.	.	.	.	.	.	.	.	.
Mississippi	14	31	136	4	31	47	27	35	71
Missouri	7	32	300	1	245	78	1	580	942
Montana	55	65	327	34	90	27	62	103	119
Nebraska	27	34	50	8	8	.	.	273	291
Nevada	119	514	626	0	519	0	34	71	148
New Hampshire	0	0	249	0	3	4	0	278	183
New Jersey	0	0	0	0	0	0	0	0	0
New Mexico	66	391	807	512	750	204	365	355	453

Table 2.5 (cont'd)

State	Assistive Technology Services/ Devices	Audiology	Family Training Counseling and Home Visits	Health Services	Medical Services	Nursing Services	Nutrition Services	Occupa-tional Therapy	Physical Therapy
New York	421	1,091	2,138	485	1,013	865	306	1,758	2,025
North Carolina	2	0	176	0	0	5	0	21	56
North Dakota	36	52	183	39	52	39	103	145	61
Ohio	0	341	4,101	2,392	1,595	1,139	1,367	5,127	5,697
Oklahoma	0	18	175	3	1	69	22	165	254
Oregon	0	27	73	34	0	0	0	269	315
Pennsylvania	73	230	1,587	79	32	391	57	3,019	3,371
Puerto Rico	9	755	0	1,311	4,716	4,716	915	828	938
Rhode Island	2	11	500	12	18	99	16	40	140
South Carolina	0	33	153	406	248	39	185	93	138
South Dakota	7	22	71	26	28	14	21	135	146
Tennessee	275	948	1,473	534	1,290	965	981	636	1,211
Texas	708	1,924	4,282	715	1,202	1,478	2,244	2,915	2,785
Utah	20	226	414	121	31	198	207	318	282
Vermont	5	0	125	30	5	20	0	68	68
Virginia	107	295	493	227	342	187	246	665	779
Washington	1	3	8	2	2	7	7	117	76
West Virginia	213	242	142	174	187	143	149	241	555
Wisconsin	199	212	1,157	179	330	382	317	1,427	1,222
Wyoming	1	79	239	87	69	53	56	169	159
American Samoa	4	8	26	2	24	10	16	18	18
Guam	0	89	89	2	1	20	17	37	30
Northern Marianas	0	4	26	4	13	0	0	24	0
Palau	.	.	.	.	.	.	.	.	.
Virgin Islands	.	.	.	.	.	.	.	.	.
Bureau of Indian Affairs	.	.	.	.	.	.	.	.	.
U.S. and Outlying Areas	5,861	14,318	47,698	19,943	23,174	20,371	16,016	32,690	38,066
50 States, D.C., and P.R.	5,857	14,217	47,557	19,935	23,136	20,341	15,983	32,611	38,018

Table 2.5 (cont'd)

State	Psychological Services	Respite Care	Social Work	Special Instruction	Speech or Language Pathology	Transportation	Vision Services	Other Early Intervention Services
Alabama	145	3	233	413	414	85	148	212
Alaska	0	2	1	36	12	0	0	0
Arizona	443	789	634	47	204	0	16	0
Arkansas	182	29	81	432	799	458	118	0
California	753	1,861	86	560	962	1,032	113	7,026
Colorado	0	4,659	3,134	1,735	1,294	4,659	340	4,652
Connecticut	3	108	237	824	717	204	13	398
Delaware	149	11	357	147	223	109	18	143
District of Columbia	82	56	92	140	554	119	3	97
Florida	2,777	0	2,782	941	864	291	0	541
Georgia	412	181	489	1,056	954	.	.	522
Hawaii	409	335	1,492	435	486	385	22	30
Idaho	43	11	225	271	243	14	0	150
Illinois	387	188	1,118	2,036	1,193	346	309	657
Indiana	323	221	1,248	1,946	1,225	829	94	186
Iowa	0	0	1	71	5	1	4	3
Kansas	281	65	310	620	605	199	154	28
Kentucky	120	0	0	669	325	0	0	0
Louisiana	73	44	391	1,590	862	192	19	489
Maine	5	201	43	297	132	27	10	269
Maryland	63	34	282	1,594	1,432	376	21	179
Massachusetts	360	0	823	1,411	696	1,706	565	0
Michigan	460	61	263	466	1,983	900	151	257
Minnesota	.	.	.	.	.	.	.	.
Mississippi	58	0	61	138	81	90	25	6
Missouri	2	0	2	710	617	95	72	0
Montana	26	163	23	101	127	53	29	327
Nebraska	36	.	94	247	364	72	0	0
Nevada	514	0	514	626	546	0	18	0
New Hampshire	0	2	62	439	395	20	0	245
New Jersey	0	0	0	0	0	0	0	0
New Mexico	83	194	368	547	472	200	237	362

Table 2.5 (cont'd)

State	Psychological Services	Respite Care	Social Work	Special Instruction	Speech or Language Pathology	Transportation	Vision Services	Other Early Intervention Services
New York	1,699	89	2,073	2,764	2,703	1,684	130	294
North Carolina	0	0	0	257	27	36	0	292
North Dakota	27	48	71	194	164	26	92	236
Ohio	113	1,025	3,190	4,101	5,127	911	341	4,443
Oklahoma	14	1	39	224	218	3	2	6
Oregon	3	0	18	523	269	83	0	18
Pennsylvania	639	0	1,618	6,078	4,510	1,008	248	6,371
Puerto Rico	298	9	2,659	404	444	0	9	2,346
Rhode Island	12	5	200	257	90	100	11	30
South Carolina	8	5	117	19	54	20	0	424
South Dakota	15	12	14	182	153	90	11	27
Tennessee	495	64	1,876	1,340	1,314	473	463	171
Texas	327	383	3,204	5,312	3,973	1,573	979	677
Utah	125	9	108	562	484	206	224	0
Vermont	0	54	14	125	79	0	0	0
Virginia	86	188	269	892	783	154	97	221
Washington	1	2	2	112	84	3	4	6
West Virginia	381	33	649	973	626	198	166	0
Wisconsin	74	0	979	1,937	1,833	1,018	124	0
Wyoming	32	32	127	280	212	100	2	42
American Samoa	3	3	22	12	8	25	8	0
Guam	89	0	65	26	25	19	7	0
Northern Marianas	9	9	0	25	10	11	0	0
Palau	.	.	.	.	.	.	.	.
Virgin Islands	.	.	.	.	.	.	.	.
Bureau of Indian Affairs	.	.	.	.	.	.	.	.
U.S. and Outlying Areas	12,639	11,189	32,760	47,144	41,976	20,203	5,417	32,383
50 States, D.C., and P.R.	12,538	11,177	32,673	47,081	41,933	20,148	5,402	32,383

Source: U.S. Department of Education, Office of Special Education, Data Analysis System (DANS).

Personnel Employed and Needed

The information on personnel employed and needed to provide early intervention services to infants and toddlers with disabilities and their families is even more difficult for States to collect and report. The available data on personnel (see table 2.6 and Appendix AH2) are therefore quite incomplete. In general, the largest category of personnel employed to serve infants and toddlers with disabilities is paraprofessionals, followed by special educators, "other" personnel, and speech/language pathologists. Speech/language pathologists are the personnel in greatest demand. The paraprofessional category is defined by individual States.

OSEP Activities on State-reported Data

As noted earlier, OSEP has been working with States for the past several years to improve the quality of the early intervention services data. OSEP has been engaged in a number of activities to improve the quality of the early intervention data collection and to assist States in collecting and reporting more accurate data. For example, OSEP has been working with States to improve the Part H personnel data collection format. The design of the initial Part H personnel data collection forms was based on forms used for Part B and Chapter 1 (SOP) personnel data collections. As the Part H program has developed, it has become increasingly clear that these forms are inadequate for collecting information about Part H programs. Part H programs differ from Part B and Chapter 1 (SOP) in several respects. They have a higher percentage of contracted vs. employed personnel; wide variations in service delivery settings exist; and infants and toddlers are not generally in a central location.

OSEP has also begun reviewing the State-reported Part H data more stringently. This review is identical to the one annually conducted on Part B and Chapter 1 (SOP) data, and was conducted on the Part H data presented in this Annual Report. To conduct the review, Part H data on the number of infants and toddlers and their families served and services provided to infants and toddlers were compared to data from the previous year. These comparisons have three purposes: 1) they provide additional checks on the data preparation process; 2) they provide checks on possible data aggregation problems at the State level; and 3) they permit an initial evaluation regarding whether the variation from one year to the next is reasonable or logical. OSEP has set specific guidelines for what defines a logical change from the previous year.

States with large variations from the previous year were asked to explain them. In some cases, States provided revised counts, while others provided explanations for the variations. These explanations appear in the Data Notes section of Appendix A. States were also questioned about count discrepancies that were identified when OSEP compared the data across data tables. See the Data Notes in Appendix A for a summary of these States' explanations for the discrepancies.

Table 2.6 Number of Personnel Employed and Needed to Provide Early Intervention Services to Infants and Toddlers with Disabilities and Their Families: December 1, 1992

State	All Staff	
	FTE Employed	FTE Needed[a/]
Alabama	126	35
Alaska	55	0
Arizona	157	53
Arkansas	228	47
California	.	.
Colorado	73	10
Connecticut	254	13
Delaware	102	18
District of Columbia	125	29
Florida	174	173
Georgia	525	234
Hawaii	300	81
Idaho	109	463
Illinois	294	44
Indiana	450	126
Iowa	22	0
Kansas	247	68
Kentucky	0	73
Louisiana	321	154
Maine	376	0
Maryland	446	12
Massachusetts	571	718
Michigan	441	0
Minnesota	1,122	0
Mississippi	61	20
Missouri	127	0
Montana	74	3
Nebraska	135	0
Nevada	63	1
New Hampshire	73	1
New Jersey	0	0
New Mexico	167	0
New York	15,224	2,311
North Carolina	.	.
North Dakota	26	1
Ohio	2,390	283
Oklahoma	138	10

Table 2.6 (cont'd)

State	All Staff	
	FTE Employed	FTE Needed
Oregon	0	0
Pennsylvania	1,004	174
Puerto Rico	225	0
Rhode Island	50	18
South Carolina	119	0
South Dakota	189	53
Tennessee	561	78
Texas	1,073	47
Utah	56	3
Vermont	20	31
Virginia	1,796	422
Washington	0	527
West Virginia	138	11
Wisconsin	366	0
Wyoming	95	83
American Samoa	31	0
Guam	19	8
Northern Marianas	13	0
Palau	.	.
Virgin Islands	.	.
Bureau of Indian Affairs	.	.
U.S. and Outlying Areas	30,747	6,434
50 States, D.C., and P.R.	30,684	6,426

a/ These figures include: (1) the number of unfilled vacancies in funded positions that occurred during the 1992-93 school year (12 months), and (2) the number of additional personnel that were needed during the 1992-93 school year (12 months) to fill positions occupied by persons who were not fully certified or licensed. These figures include additional personnel needed by public and private agencies.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Part H Implementation Issues

The Part H program is still evolving. States are still refining their data collection systems, and the data collection forms are undergoing changes. States are also struggling to coordinate the wide range of multiple funding sources, legislation, and programs that serve this population. These factors affect States' ability to define eligibility criteria, predict the range of needed services, and identify children who may be eligible for services. For example, the funds can come from any of the following sources: (1) Part H grants; (2) Medicaid and Maternal and Child Health Block grants; (3) State and local funds; (4) private insurance; (5) non-profit groups; and (6) fees paid by parents for services. Many of these funding sources have their own eligibility criteria, methods of disseminating information about their program, and methods of identifying infants and toddlers with disabilities.

IMPLEMENTATION OF THE PRESCHOOL GRANTS PROGRAM

Since FY 1992, in order to be eligible for a Preschool Grant, States must make FAPE available to all 3- through 5-year-old children with disabilities. As shown in table 2.7, 10 States and jurisdictions provide FAPE from birth. Virginia does so at age 2. All other States begin at age 3. The table also shows the school year in which States assured FAPE for all children with disabilities 3 years of age. About half the States had mandates in place prior to FY 1992.

States are awarded Preschool Grants Program funds based on the number of 3- through 5-year-old children with disabilities receiving special education and related services on December 1 of the previous year. Congress appropriated $339,257,000 in FY 1994 for the Preschool Grants Program, 4.1 percent more than the $324,773,000 appropriated in FY 1993.

The children with disabilities age 3 through 5 are also counted to generate funds under Section 611 of Part B. However, States are not obligated to use their Part B funds for the preschool population and, in fact, many States do not use their Part B funds for services to preschoolers. The preschool grants under Section 619 are the only funds that States are required to use to provide FAPE to children with disabilities age 3 through 5. Because the per child Part B award was $413, each State received approximately $1,122 (the $709 Preschool Grants Program amount plus the Part B amount) under IDEA for every child age 3 through 5 with a disability receiving special education and related services on December 1, 1993. State-by-State grant awards for FY 1994 are shown in table AG1 in Appendix A.

State-reported Data on the Preschool Grants Program

Three types of data are collected from States and Outlying Areas about the Preschool Grants Program. These data include the count of children with disabilities age 3 through 5 being served, the teachers employed and needed to serve preschoolers with disabilities,[4] and the environments in which services are provided.

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[4] There is no separate report of these personnel serving preschool students with disabilities. States report numbers of personnel other than teachers providing related services to preschoolers combined with the data for such personnel serving school-age children. A discussion of the number of personnel other than teachers providing services for the 3-21 population of students with disabilities was provided in Chapter 1.

Table 2.7 Age at which Children Are Eligible for FAPE, and the Legislative Year in which States and Outlying Areas Assured FAPE

State	Year FAPE Was Assured	Age at which Children Are Eligible for FAPE
Alabama	1991-92	3
Alaska	1974-75	3
Arizona	1991-92	3
Arkansas	1991-92	3
California	1991-92	3
Colorado	1991-92	3
Connecticut	1991-92	3
Delaware	1991-92	3
District of Columbia	1983-84	3
Florida	1991-92	3
Georgia	1991-92	3
Hawaii	1980-81	3
Idaho	1989-90	3
Illinois	1973-74	3
Indiana	1991-92	3
Iowa	1975-76	Birth
Kansas	1991-92	3
Kentucky	1991-92	3
Louisiana	1977-78	3
Maine	1991-92	3
Maryland	1978-79	Birth
Massachusetts	1976-77	3
Michigan	1973-74	Birth
Minnesota	1986-87	Birth
Mississippi	1991-92	3
Missouri	1991-92	3
Montana	1990-91	3
Nebraska	1977-78	Birth
Nevada	1990-91	3
New Hampshire	1977-78	3
New Jersey	1983-84	3
New Mexico	1991-92	3
New York	1991-92	3
North Carolina	1991-92	3
North Dakota	1985-86	3
Ohio	1991-92	3
Oklahoma	1991-92	3
Oregon	1992-93	3
Pennsylvania	1991-92	3
Rhode Island	1976-77	3
South Carolina	1991-92	3
South Dakota	1976-77	3
Tennessee	1991-92	3
Texas	1974-75	3
Utah	1988-89	3
Vermont	1991-92	3
Virginia	1975-76	2
Virgin Islands	1981-82	3
Washington	1985-86	3
West Virginia	1991-92	3
Wisconsin	1973-74	3
Wyoming	1990-91	3
American Samoa	1977-78	Birth
Federated States of Micronesia	1992-93	Birth
Guam	1981-82	Birth
Marshall Islands	1992-93	3
Palau	1989-90	Birth
Puerto Rico	1985-86	Birth
Northern Marianas	1990-91	3

Note: The Bureau of Indian Affairs is not included in this table.

Source: U.S. Department of Education, Office of Special Education Programs (OSEP).

Number of Preschoolers with Disabilities Served

In December 1993, States and jurisdictions reported they were providing special education and related services to 493,425 children with disabilities age 3 through 5 under the Preschool Grants Program and Chapter 1 (SOP).[5] This was an increase of 37,896 (8.3 percent) over the number served in 1992-93, and represents 4.2 percent of the total population of 3- through 5-year-olds, as compared to 4.03 percent in 1992-93. As seen in table AA13 in Appendix A, the percentage of the total preschool population served varied across States and jurisdictions, from a low of 1.29 percent in the District of Columbia to a high of 8.16 percent in Kentucky. Thirty-four States or jurisdictions provided special education services to between 3 to 5 percent of their age 3 through 5 resident population.

Five-year-olds constituted 46 percent of the preschoolers receiving special education and related services under the Preschool Grants Program and Chapter 1 (SOP). Four-year-olds constituted 34 percent, and 3-year-olds 20 percent, of the preschoolers served by those programs in 1993-94. These proportions are consistent with trends reported in previous years.

Teachers Employed and Needed to Serve Preschoolers with Disabilities

Access to FAPE depends on an adequate supply of teachers to meet the needs of preschool children age 3 through 5 with disabilities. Each year, States and Outlying Areas report to OSEP the number of teachers employed to provide special education and related services to preschoolers age 3 through 5 with disabilities (see table 2.8). They also report the number of additional teachers needed due to staff vacancies and instances when positions are filled by teachers who are not fully certified or trained for their position. Data are not collected for the number of regular education teachers working with preschoolers with disabilities who are served in regular education settings.

During the 1992-93 school year nearly 19,000 FTE special education teachers were employed to serve students age 3 through 5 with disabilities, 8.0 percent more than in the 1991-92 school year (see table 2.8). The rate of increase in the number of FTE special education teachers was somewhat less than the rate of increase in the number of preschoolers with disabilities over the same time period (the number of preschoolers with disabilities increased by 8.4 percent between 1991-92 and 1992-93). States reported that an additional 2,209 FTE teachers were needed in the 1992-93 school year, 3 percent less than the number needed in 1991-92.

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[5] The Chapter 1 (SOP) program was not reauthorized under the Improving America's Schools Act that reauthorized ESEA. Beginning July 1, 1995, funding for services to all eligible children and youth age 3 through 21 will be provided under IDEA, Part B.

Table 2.8 Number of Special Education Teachers Employed and Needed to Serve Children with Disabilities Age 3-5: School Year 1992-93

	All Disabilities	
	FTE Employed	FTE Needed[a]
Alabama	249	44
Alaska	72	1
Arizona	225	9
Arkansas	90	11
California	1,843	59
Colorado	205	5
Connecticut	352	6
Delaware	86	6
District of Columbia	53	12
Florida	1,080	101
Georgia	498	33
Hawaii	95	1
Idaho	127	41
Illinois	716	12
Indiana	389	31
Iowa	389	37
Kansas	256	5
Kentucky	253	20
Louisiana	603	275
Maine	162	14
Maryland	311	3
Massachusetts	428	0
Michigan	934	46
Minnesota	636	130
Mississippi	208	18
Missouri	411	96
Montana	42	28
Nebraska	101	1
Nevada	95	10
New Hampshire	88	7
New Jersey	901	10
New Mexico	154	3
New York	948	307
North Carolina	694	206
North Dakota	114	10
Ohio	821	89
Oklahoma	156	12
Oregon	359	32
Pennsylvania	509	4

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Table 2.8 (cont'd)

	All Disabilities	
	FTE Employed	FTE Needed[a/]
Puerto Rico	108	0
Rhode Island	72	0
South Carolina	200	44
South Dakota	142	3
Tennessee	316	5
Texas	.	202
Utah	101	30
Vermont	105	0
Virginia	1,024	130
Washington	303	13
West Virginia	174	3
Wisconsin	713	34
Wyoming	49	2
American Samoa	15	1
Guam	5	4
Northern Marianas	5	3
Palau	.	.
Virgin Islands	12	1
Bureau of Indian Affairs	.	.
U.S. and Outlying Areas	18,997	2,209
50 States, D.C., and P.R.	18,960	2,200

[a/] These figures include: (1) the number of unfilled vacancies in funded positions that occurred during the 1992-93 school year (12 months), and (2) the number of additional personnel that were needed during the 1992-93 school year (12 months) to fill positions occupied by persons who were not fully certified or licensed. These figures include additional personnel needed by public and private agencies.

Note: The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the individual States and Outlying Areas because of rounding.

Note: Please see data notes for an explanation of individual State differences.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Educational Placements of Preschoolers with Disabilities

States have been reporting data to OSEP for a number of years on the settings where preschoolers with disabilities receive special education and related services. States reported that over 90 percent of 3- through 5-year-olds with disabilities were served in regular school buildings in 1992-93. Preschoolers with disabilities were placed in separate schools 7.7 percent of the time. The remainder were served either in residential facilities or in home or hospital environments. However, the validity and reliability of these data have come into question because the categories used on the reporting form are the same for children age 3 through 5 and children 6 through 21. The categories used to report data for children age 6 through 21 have limited relevance to preschool settings and may make the placements appear more restrictive than they actually are.

Implementation Issues

Providing programs to children with disabilities age 3 through 5 remains challenging. The following section presents some of the current developments and emerging issues related to providing special education and related services to preschool children.

Administering and Funding the Preschool Grants Program

The National Early Childhood Technical Assistance System (NEC*TAS) annually produces and disseminates a national profile of the implementation of the Preschool Grants Program (Heekin and Tollerton, 1994). This profile provides an overview of how States are implementing the program. The 1994 Profile presents information from all 50 States, the District of Columbia, Puerto Rico, and seven Outlying Areas. However, not all respondents answered every question on this edition's questionnaire. The following information summarizes some of the key questions and responses from the 619 Profile.

In 43 of the 57 States or jurisdictions responding to a query concerning responsibility for administration, the Preschool Grants Program is administered by the SEA's special education unit. Seven administer the program within the SEA's early childhood unit but not within special education (Colorado, Connecticut, Kentucky, Massachusetts, Michigan, Ohio and Virginia). Six split responsibility for the program between special education and another unit, such as early childhood (Florida, Maine, Michigan, North Carolina, Minnesota and Rhode Island). New Hampshire is unique in that special education teams are integrated into all units.

The Section 619 Profile provides information on how States use Preschool Grants Program funds. For example, according to the statute, States have options open to them for 25 percent of Preschool Grants Program funding. Five percent of Preschool Grants Program funding may be set aside for administration. Of the 53 States and jurisdictions reporting on how they use the set-aside, 43 use the full 5 percent for administration. Two use 4 percent, four use between 2 and 3 percent, and four use none. Administrative funds are typically used to provide State-level direction and leadership for preschool special education funding in States.

States and jurisdictions may set aside an additional 20 percent of Preschool Grants Program funding for State-level discretionary use. Allowable activities include planning and developing a statewide comprehensive service delivery system for children with disabilities from birth through age 5; providing direct and support services for children with disabilities age 3 through 5; and, at the State's discretion, providing FAPE to 2-year-old children with disabilities who will reach age 3 during the school year. In the 1994 Profile, 54 States and jurisdictions reported how these discretionary funds are used. Most of the SEAs (30) use the full 20 percent discretionary set-aside. Eight SEAs use between 15 and 19 percent; 4 use 10 to 14 percent; 4 use between 1 and 9 percent; and 7 use none. Discretionary funds are reported to be used most often for training and technical assistance. Consistent with previous years, other common uses include pilot programs, materials, planning/coordination, and direct services.

States and jurisdictions included in the NEC*TAS profile reported using 18 different funding sources in addition to Section 611 and Preschool Grants Program funds to finance preschool special education services. This year, States and jurisdictions reported much greater utilization of Federal Head Start funds. All 60 States and jurisdictions reported using Federal Head Start funds, and 15 reported using State Head Start funds. This is a vast increase over last year, when only 24 reported using Federal Head Start funds. Other common funding sources include State special education funds (41 States), Chapter 1 (SOP) funds (41 States), Medicaid (34 States), and Early Periodic Screening, Diagnosis and Treatment (EPSDT) funds (33 States). Twenty-nine States or jurisdictions reported that they contribute financially to collaborative activities with other early childhood initiatives within the jurisdiction -- for example, collaboration with public awareness efforts.

Coordinating Part H and Preschool Programs

States and jurisdictions use a number of mechanisms to improve service delivery system coordination among programs that serve children with disabilities from birth through age 5. According to NEC*TAS, the Part H Interagency Coordination Council (ICC) works to improve coordination in 15 of the 57 States and jurisdictions that responded to this item. States and jurisdictions are required to include an SEA representative on the ICC. The representatives from the SEA most often included are the special education director or section chief for special education (23 jurisdictions) and the early childhood/special education coordinator (22 jurisdictions). SEA representatives also are involved in a variety of Part H ICC task forces, including those on personnel preparation (24 jurisdictions), transition (24 jurisdictions), and child find/public awareness activities (18 jurisdictions). Thirty-one States or jurisdictions reported that public awareness efforts are directed toward the entire birth through age 5 population.

Of the 50 States or jurisdictions responding to a query about the use of IFSPs instead of IEPs beyond age two, 23 are using or are considering using IFSPs for preschool services. Oregon and Maine use IFSPs on a statewide basis for all preschool services. Fifteen States or jurisdictions allow local discretion in IFSP use. Six are collecting data for future decision making.

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Interagency Coordination

SEA representatives also continue to focus on interagency collaboration strategies to help coordinate services within their States. Fifty-one States and jurisdictions responded to queries concerning collaborative activities such as interagency agreements, joint training, and planning and coordination. Interagency agreements occur most often with Head Start agencies (43 jurisdictions). Thirty-eight States or jurisdictions reported that an SEA representative is involved in the planning and coordination for Even Start programs. Thirty-six of 49 States or jurisdictions responding reported that an SEA representative is involved in planning and coordination of Child Care Developmental Block Grant activities, and 31 offer special considerations for children with disabilities in Child Care Developmental Block Grants activities. Twenty-seven offer joint training activities with the Child Care Developmental Block Grant program. Many States and jurisdictions also report collaboration in child find, public awareness, and/or training activities among such State agencies as Head Start, Developmental Disabilities, Health, Human/Social Services, and Health and Human Services.

Interagency agreements with Head Start continue to strengthen. Since the 1993 adoption of performance standards for services to children with disabilities in the Head Start program, 20 States and SEAs have revised or are in the process of revising their Head Start agreements. Some of the elements included in these revised agreements center on issues such as who is responsible for child identification, referral, assessment, evaluation, and placement; services and other fiscal responsibilities; FAPE and procedural safeguards; and information and data sharing. In addition, many Head Start activities have shifted focus. One element included in some SEA Head Start agreements is guidelines for LEA agreements. The results of the 1994 619 Profile indicate that in 13 States, LEAs and/or intermediate educational units (IEUs) have entered into agreements with local Head Start programs. The guidelines written at the State level may have been a contributing factor.

Transition

Transition from early intervention Part H programs to preschool programs continues to be an area of concern in some States. Many technical assistance activities have focused on the issue of transition. The statutory language is flexible on this issue, and State representatives have found that to be helpful for developing workable systems. In some States, successful systems have been developed. Of 47 States and jurisdictions responding to this NEC*TAS survey item, 22 have developed or are developing policies allowing Preschool Grants Program funds to be used for children transitioning into Part B programs before their third birthday. Twenty-two SEAs use their Preschool Grants Program discretionary funds for projects related to the transition of preschoolers into kindergarten or first grade. Twenty-two have developed or are developing agreements for transitions from preschool to kindergarten/first grade. Fifteen SEAs use those funds for transition from Head Start into public school.

Providing Preschool Services in Inclusive Environments

Providing special education services in inclusive settings has become an important national issue for children with disabilities of all ages. Implementing strategies that support inclusion for school-age children has been challenging. Doing so for children with disabilities age 3 through 5 is even more challenging for a number of reasons. The biggest barrier to providing services in inclusive settings is that most LEAs do not provide preschool programs for preschoolers without disabilities. Thus, it is difficult to place children with disabilities in settings that enable them to interact with peers who do not have disabilities while at the same time receiving the special education and related services required to meet their unique needs.

When addressing inclusion issues for preschool children with disabilities, States and jurisdictions have focused on strengthening traditional alliances with such programs as Head Start and creating new alliances with the child care and private nursery school organizations, as well as community-based programs. More recently SEAs have begun to develop a more inclusive approach to programming. The NEC*TAS profile reports that 30 SEAs have promoted inclusion, and 8 States have a preschool-specific inclusion statement (Connecticut, Kansas, Kentucky, Maryland, Massachusetts, Missouri, North Carolina, and Rhode Island). Thirteen States report that other State agencies also have a philosophy promoting inclusion.

Some SEAs have chosen to implement accreditation standards for preschool programs. Eleven SEAs report that they apply the National Association for the Education of Young Children (NAEYC) accreditation program or self-study project to LEA preschool programs. Nine use those standards for community-based preschools. Nine also reported that they have developed or are developing their own preschool accreditation or self-study process.

OTHER OSEP PROGRAMS AND PROJECTS BENEFITTING YOUNG CHILDREN WITH DISABILITIES

OSEP continues to support a number of projects designed to promote innovative strategies for the delivery of services to young children with disabilities and their families. Priorities include development of more effective practices, development of region-specific or population-specific program models, enhancing training for existing personnel, preservice training and identification of strategies to recruit individuals into relevant fields of study.

The Early Education Program for Children with Disabilities

The Early Education Program for Children with Disabilities (EEPCD), originally named the Handicapped Children's Early Education Program (HCEEP), has been operating for the past 26 years. Its original mission was to establish model demonstration projects for the delivery of special education and related services to young children with disabilities from birth through age 8. It has evolved as State and local early intervention systems have matured. EEPCD presently supports States in two ways: first, development of comprehensive services for infants and toddlers with disabilities from birth through age 2 and their families; and second, expansion of services for children with disabilities age 3 through 8 and their families. During FY 1994, EEPCD supported 116 projects: 34 demonstration projects, 45 outreach projects, 21 in-service training projects, 4 experimental projects, 6 research institutes, 5 statewide data systems projects and 1 national technical assistance center.

Demonstration Projects

EEPCD's demonstration projects address a variety of topics. They include the following:

- the unique needs of children with low incidence disabilities, such as deaf-blindness;
- the use of technology to enhance services for young children with disabilities;
- multidisciplinary intervention services for children and families;
- interagency collaboration in the provision of services;
- family and professional collaboration;
- an examination of differing service delivery models;
- coordination between public and private agencies;
- curriculum and materials development; and
- services for infants with special health needs, including HIV infection.

Outreach Projects

Outreach projects have two goals: to increase the availability of high-quality services to young children with disabilities and to promote replication of innovative models or components of models that were developed under the demonstration or inservice components of EEPCD or have been developed with other funding. All of the 45 projects receiving outreach funding have a multi-State or national focus and are funded for three years. Outreach efforts focus on improving training and services, as well as on interagency and inter-State collaboration. All are required to coordinate their

103

dissemination and replication activities with the State lead agencies under Part H and/or the Preschool Grants Program.

Inservice Training Projects

Projects in this priority area develop and evaluate inservice training models that will prepare professionals and paraprofessionals to provide, coordinate, or enhance early intervention, special education, and related services for infants and toddlers with disabilities and/or for preschool children with disabilities. Inservice training projects are funded for 3 years. During FY 1994, eight new projects were funded.

Experimental Projects

Non-directed experimental projects provide a comparative analysis among educational practices and intervention procedures related to early childhood services. During FY 1994, four projects addressed language instruction, intervention in inclusive versus segregated settings, bilingual/bicultural training for preschoolers who are deaf, and paraprofessional training systems.

Research Institutes

Six research institutes are supported. These institutes investigate:

- cost and effectiveness of early intervention;
- interventions for children affected by parental substance abuse;
- the challenges and barriers to preschool inclusive service delivery;
- developmental care and intervention in the neonatal intensive care unit;
- influences on service patterns and utilization in early intervention and preschool programs; and
- barriers to inclusion in educational, cultural, and community contexts.

Statewide Data Systems Projects

Statewide data systems projects expand States' capabilities for tracking and linking services for children with disabilities and those at-risk for disabilities. During FY 1994, five projects were funded.

NEC*TAS (National Early Childhood Technical Assistance System)

OSEP also supports NEC*TAS, which brings together individuals and organizations representing a range of disciplines and parental perspectives to address the infant, toddler, and preschool provisions of IDEA. A central organizational function is providing technical assistance to States' Part H and Preschool Grants Program grantees, as well as the projects funded under EEPCD. Main areas of technical assistance for the Part H system include service coordination, finance, State and local interagency issues, procedural safeguards, personnel, data collection, monitoring, child identification and public awareness, and State technical assistance systems. Main areas of technical assistance for the Preschool Grants Program community include program standards and monitoring, LRE and inclusion, personnel, finance, interagency agreements, child identification, interpreting legislation, transition, and public awareness.

Personnel Preparation

Personnel preparation is another component of the OSEP mission. During FY 1994, the Division of Personnel Preparation (DPP) funded 20 new projects and 95 continuation projects addressing personnel needs in early intervention and preschool services. Projects focus on preparing personnel to serve infants, toddlers, and preschoolers; leadership personnel projects; special projects; projects to prepare related services personnel; and projects to serve special populations, rural populations, and low-incidence populations.

Research Projects

The Department has sponsored several studies of specific issues related to the Part H program. Two of these studies, "The Feasibility of Determining the Cost of Providing Early Intervention Services," and its companion study "The Use of Family Payment Systems in the Part H Program," are discussed in this section. These studies were conducted by Pelavin Associates.

In the feasibility study, applications from 18 States that had fully implemented the Part H program requirements were reviewed during FY 1991 and FY 1992, and 5 States were selected to participate. The five States were chosen because of their differing geographic locations, the population characteristics they represented, and the range of service provision models they had developed. The main purpose of the study was to collect information on the feasibility of determining the costs of providing early intervention services. The specific research questions addressed are listed below.

(1) To what extent do State Part H grant applications describe the availability of data on the costs of early intervention services?

(2) What information is available about children being served and the services being provided to them and their families?

105

(3) What data are collected on the expenditures on early intervention services?

(4) Where, how, and how often are the data collected and stored?

(5) What data are available on the costs of administering the statewide system?

(6) Are any data available that would permit projections of costs of early intervention services?

(7) How comparable are the data across States and in what ways are the data not comparable?

Because of the small sample size and the nature of the questions asked, the analysis for this study was mainly qualitative.

The researchers found that data available from individual State records were insufficient to analyze Part H program costs and caseloads, for two reasons. One, some of the information collected by local providers was maintained at the local level and not available to State agencies. Two, the elements listed above in the specific research questions that were essential components to this evaluation were not contained in full in any one set of State records. In addition, each State had developed a unique system to comply with the Federal reporting requirements. Therefore, aggregate information from all 5 States was not obtained for any of the seven research questions.

Although counts of children served were available in all five States, the time periods covered, and the count accuracy, varied. The researchers received unduplicated counts from four of the five States. Two of those four were unduplicated counts of all children served during the year. The other two States provided unduplicated December 1 counts. In the fifth State, the researchers received only duplicated counts. The varying time periods and count accuracy are additional reasons why the data from these States could not be aggregated.

The findings described below were derived from the data.

- Eligibility criteria were found to be an important determinant of the costs of providing early intervention services. Providing services only for children with significant disabilities costs more per child than providing services to children with mild disabilities. In contrast, limiting services to children with significant disabilities keeps the number of children served low and lowers the total cost of the program.

- States collected data largely for billing and administrative purposes. None of the States had designed data collection systems to track the various costs of providing early intervention services.

- Only one State was able to provide the total expenditures from Federal, State, local, and private sources that funded its Part H services. Additionally, when States did have access to funding data such as Medicaid records, the data systems were generally not set up to identify early intervention services or Part H-eligible children.

- One State had an integrated data system that cross-referenced individual records. All of the States were working to better integrate the various funding source data.

- Three States administered their statewide early intervention systems themselves. In two States, this function was performed by contractors. All of the States were able to provide high quality data on the costs of administering their Part H system.

The companion study entitled "The Use of Family Payment Systems in the Part H Program" collected information about the decision to either implement or not implement fee payments and sliding fee scales in selected States. Twenty-three States were surveyed. Nine of the 10 States that had family payment systems, and the 13 States that did not, responded. The study addressed the three questions below.

(1) Why have some States chosen to implement family payment systems, whereas others have not?

(2) How do family payment systems contribute to the provision of early intervention services?

(3) What are the common characteristics of these service systems and what are their advantages and disadvantages?

All quantifiable responses were tabulated and frequencies developed, as appropriate. Open-ended qualitative responses were reviewed and analyzed to identify the key dimensions of the response to the relevant study question.

The Part H statute provides that "'early intervention services' must be provided at no cost except where Federal or State law provides for a system of payments by families, including a schedule of sliding fees" [20 U.S.C.§1472(2)(B)]. However, States may not charge parents for (1) child find; (2) evaluation and assessment; (3) service coordination; (4) administrative and coordinating activities related to the development, review, and evaluations of IFSPs; and (5) implementation of procedural safeguards. Additionally, if the State guarantees the provision of FAPE, then the State may not charge parents for any services that are provided as part of a FAPE.

Distinct viewpoints emerged between States that chose to implement family payment systems and those who chose not to charge families for services. Of the nine States with family payment systems, five had such systems in place before the Part H program began. The other four States have instituted them since 1991. Three administrative structures were used by the nine States to manage the payment systems -- locally controlled, State-controlled, and jointly (local and State) controlled family payment systems. In eight of the States, the method of determining fees varied by locality. In most of the States, the calculations of ability to pay also differed by locality.

Six States reported that they generated revenue from family payment systems. However, only two States were able to estimate the amount of revenue generated. The study reported that the inability to estimate revenues was probably related to local level control of family payment services. The study also reported that service providers bear the costs of administration in most States.

States that use family payment systems reported that they do so not only to generate revenue, but for other reasons. For example, a common feeling among proponents of family payment systems was that "families that can pay should pay."

Of the 13 States surveyed that do not have family payment systems for early intervention services, two stated that they had not considered them because they were aware of the poor experiences of other States that had implemented such programs. The other 11 States actively considered adopting family payment systems at one time or another. Informal discussions in the lead agency or State ICC were the most common method used to arrive at the decision not to use a family payment system. Three States conducted a cost-benefit analysis and found that they would lose money by adopting payment scales. Eleven States provided responses describing deterrents that led them to decide not to adopt a family payment system. In nine States, administrative costs and other administrative difficulties were reported as the main reasons for not adopting payment systems. In six States, barriers created by fees and potential reduction in services were reported as key factors in the decision.

In five States, a philosophical opposition to family payment systems was given as the main reason for not using them. These States reported that some families would refuse to seek services if they were charged any fees, even if the fees were based on sliding scales. Also cited as reasons for not charging families were the fact that historically, private nonprofit organizations have not charged families for early intervention services, and the State agencies belief that FAPE should be extended to children with disabilities from birth to age 2.

SUMMARY AND IMPLICATIONS

FY 1993 was a milestone year for the Part H program. It marks the first year that all States and jurisdictions assured full implementation of the Part H program. Also, the appropriations for FY 1993 rose to $213,280,000, 23 percent more than the $172,800,000 appropriated in FY 1992.

States reported that, on December 1, 1993, they were serving approximately 154,065 infants and toddlers or 1.3 percent of the total birth through age 2 population. Most

States and jurisdictions served less than 2 percent of their birth through age 2 population. These data represent the number of infants and toddlers served on a given day and therefore may differ from the cumulative total.

According to current data, the home remains the most frequent service site, with 36 percent of services provided there. The early intervention classroom is the next most frequent service site (26 percent), followed closely by outpatient service facilities (23 percent).

States continue to grapple with significant issues as they implement their Part H systems. It is difficult for States to predict funding needs because data collection systems continue to undergo changes and States must coordinate multiple funding sources. In addition, multiple funding sources result in multiple eligibility definitions. Establishment of productive interagency agreements and other collaborative efforts continue to progress slowly. These persistent issues affect the delivery of services to infants and toddlers with disabilities.

OSEP has been working with the Part H Personnel Task Force to improve the Part H personnel data collection forms. As the result of meetings held in February and June of 1994, a new reporting format was drafted. OSEP conducted a field test of the form in early 1995 to determine the feasibility of using the form and the quality of the data generated.

The number of children with disabilities age 3 through 5 receiving services continues to grow. The number served increased to 493,425 in 1993-94, 8.3 percent more than in 1992-93. It is likely that much of this increase is related to early identification of children through the Part H program. However, the $339 million FY 1994 appropriation was only 4 percent more than the FY 1993 appropriation. The percentage of the total preschool population served varied across States and jurisdictions, from a low of 1.3 percent in the District of Columbia to a high of 8.16 percent in Kentucky.

The 1994 NEC*TAS Preschool Grants Program profile survey highlighted several trends. States and jurisdictions reported using 18 different funding sources in addition to Section 611 and Preschool Grants Program funds to finance preschool special education services. To increase coordination between Part B, Chapter 1 (SOP), and the Part H program, 23 States or jurisdictions are using or considering using IFSPs for preschoolers. Also, in 15 States or jurisdictions the Part H ICC works to improve service delivery coordination. Many SEA representatives are increasing their involvement with outside agencies through interagency agreements, joint training, and planning and coordination activities. Finally, many States and jurisdictions are developing transition plans for movement from the Part H program to the Preschool Grants Program and from the Preschool Grants Program to kindergarten/first grade programs.

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110

CHAPTER 3

THE RELATIONSHIP OF SECONDARY SCHOOL EXPERIENCES TO THE EARLY POST-SCHOOL RESULTS OF YOUTH WITH DISABILITIES

In 1983, the first generation of children with disabilities to complete their entire elementary school education under the provisions of the Education for All Handicapped Children Act (EHA, P.L. 94-142, now the Individuals with Disabilities Education Act (IDEA), was about to begin secondary school. The secondary school students with disabilities who preceded them had left school, and reports were surfacing in some States and communities regarding how they were faring as workers, postsecondary students, and citizens (Mithaug and Horiuchi, 1983). Their graduation, employment rates, and wages were low. Most of these students were not participating in postsecondary education. Social adjustment often was difficult.

At that time, the real extent of these problems was not defined. How widespread were these problems? Were students with particular characteristics more prone to have difficulty making the transition from school to adult life? What could schools or service agencies do to support students in making that transition more effectively?

To obtain answers to these kinds of questions, Congress directed the Department of Education to commission a study of "a sample of handicapped[1] students, encompassing the full range of handicapping conditions, examining their educational progress while in special education and their occupational, educational, and independent living status after graduating from secondary school or otherwise leaving special education" [20 U.S.C. §1418(e)(2)(A)]. In 1985, SRI International, under contract to OSEP, began to develop the design, sample, and instruments for the National Longitudinal Transition Study of Special Education Students (NLTS). In 1987, under a separate contract, SRI initiated the study.[2]

Since 1987, the NLTS has helped document much of what is known nationally about the experiences of young Americans with disabilities while in secondary school and in the years immediately afterward. Information on secondary school programs is now available, including data on course-taking patterns, support services delivery, and involvement in regular education classes (Wagner, 1993). Information on student performance was also collected, including indicators for absenteeism, grades, reading and mathematics performance levels, and school completion (Wagner, Blackorby, and Hebbeler, 1993). Because the NLTS includes a nationally representative sample of youth with disabilities, it has been able to document the results for youth with disabilities as a whole, and youth in each of the 11 Federal special education disability categories.[3] The NLTS has examined the various life paths of young adults after high school, such as participation in postsecondary education, employment, residential arrangements of various kinds, and marriage and parenthood (Wagner, D'Amico, Marder, Newman, and Blackorby, 1992).

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[1] "Handicapped" is used here because it was the language used in the statute.

[2] Findings from the NLTS are based on data from more than 8,000 youth who were ages 13 to 21 and in special education in secondary schools (grade 7 through 12 or ungraded programs) in 1985-86. Data were also collected in 1990 for youth who had been out of school 3 to 5 years.

This chapter is based on that study and on other research concerning the affect of time spent in regular education on post-school outcomes for young adults with disabilities. The chapter consists of four sections and a summary.

- *Assessing the Impact of Secondary School Experiences* reviews information about the role of supports in creating an inclusive educational environment and discusses a survey of chief State school officers conducted by the National Center on Educational Restructuring and Inclusion (NCERI).
- *Post-School Results* examines the contributions of high school and post-school experiences to the post-school results achieved by youth with disabilities. Four post-school results for youth who had been out of high school up to three years were examined: postsecondary education participation, employment, residential arrangements, and community participation.
- *Interpreting the Impact of Time in Regular Education* discusses the difficulties of analyzing the relationship between the amount of time spent in regular education and positive results for young adults with disabilities.
- *Understanding the Context* describes the time period and conditions under which the data were collected. This section also discusses the use of supports in inclusive environments.

Describing the experiences of students with disabilities and the results they experience in school and beyond is only the first step to understanding how public policy, educational programs, and related services can be used more effectively to help these students improve those results. Policy makers, educators, parents, and service providers also need to know what school experiences help students with disabilities achieve their goals after leaving school. It is important to know whether some school programs or experiences benefit particular kinds of students more than others. To help meet this information need, this chapter addresses the following questions:

- What supports were given to students with disabilities in regular high school placements?

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[3] In 1985 when the sample was selected, there were 11 Federal disability classifications. Autism and traumatic brain injury had not yet been added.

- What were the post-school results achieved by youth with disabilities?
- How did post-school results relate to secondary school programs and experiences? How did these relationships differ for youth with different types of disabilities?

ASSESSING THE IMPACT OF SECONDARY SCHOOL EXPERIENCES

Secondary school has many facets for youth receiving special education: what courses they take, where they take them (in regular or special classes), what supports they receive in the regular classroom, what type of school they attend (regular or special), the size of the school, the characteristics of the student body, how students spend their time both in and out of school, and whether they have friends and how those friends spend their time. Any of these and many other factors could act and interact to influence young adults' chances for successful results when they leave school. Unfortunately, not all of these could be measured within the resources of the NLTS, and space does not permit reporting on all those that were measured (for additional information about the school programs of youth with disabilities, see Wagner, 1993).

The NLTS data were based on the secondary school programs attended by students with disabilities between 1985 and 1990. The data show how those students did under the set of circumstances that existed at that time. It is clear that schools as they existed in the late 1980s were not the only way schools could be structured. The massive amount of attention currently devoted to school reform at multiple levels within the educational system is an indicator that change is desired. From the NLTS, it is possible to glean several insights into why students with disabilities encountered problems in regular education courses.

When comparing regular and special education classroom settings, the NLTS found that the regular academic classes averaged one teacher and 23 students, two or three of whom had disabilities. Seven percent of teachers reported that they had aides in their classrooms to help the students with disabilities. The special education classes averaged one teacher and a part-time aide and nine students. Fewer than half of students with disabilities in regular academic classes had their progress monitored by a special education teacher. Tutoring from a special education teacher was provided to slightly more than one-third of students who were placed in regular classes. Nearly all students placed in regular classes had regular education teachers who reported receiving some kind of support, but most of that support was in the form of consultation from the special education staff. Only one in five students had teachers who reported receiving training in the needs of students with disabilities, and only 14 percent had teachers who reported that special materials had been made available to them.

The National Center on Educational Restructuring and Inclusion (NCERI) (1994) has conducted a national survey of all chief State school officers. Their preliminary results show that inclusive programs are being implemented across the nation in both large and small districts and that eight factors are necessary for inclusion to succeed. These factors highlight some of the problems that NLTS found to exist and emphasize the types of changes needed:

(1) foster visionary leadership that promotes the view that all children can learn, teachers and schools have the capacity to change, and that everyone benefits from inclusion;

(2) make available to individual teachers the support systems that provide collaborative assistance and that enable them to engage in cooperative problem solving;

(3) refocus the use of assessments in a way that builds greater understanding of the student and his or her needs;

(4) provide supports for staff that include systematic staff development and flexible planning time for special education and regular education teachers to meet and work together.

(5) support students with aides, curriculum adaptations, needed therapy, peer supports, and computer technology and other assistive devices;

(6) establish funding formulas that support inclusion;

(7) encourage parental participation through family support services as well as the development of educational programs which engage parents as co-learners with their children; and

(8) develop models and classroom practices that support inclusion by focusing on cooperative learning, team teaching, and consultant and resource teacher models.

POST-SCHOOL RESULTS

The contributions of high school and post-school experiences to post-school results achieved by youth with disabilities are discussed in this section. The NLTS focused on the following four post-school results for youth who had been out of high school up to three years: postsecondary education participation; employment; residential arrangements; and community participation.

Postsecondary Education Participation

Two measures of postsecondary education enrollment are considered here:

- *Enrollment in an academic program*—whether at any time since the youth left high school he or she had been enrolled in a four-year college or in a two-year college program the parent or youth described as primarily academic; and
- *Enrollment in a vocational program*—whether at any time since the youth left high school he or she had been enrolled in a postsecondary vocational school (public or private) or in a two-year college program the parent or youth described as primarily vocational.

Youth with disabilities were less likely than their peers in the general population to participate in postsecondary education (Marder, 1992). However, the American Council on Education (1992) reported that of the total number of freshman entering college, the number of freshman with disabilities tripled between 1978 and 1991 (from 2.6 percent to 8.8 percent). NLTS data suggest that, among youth with disabilities out of secondary school up to three years, 16.5 percent enrolled in academic postsecondary programs, and 14.7 percent in vocational postsecondary programs (see table 3.1). It also found that youth in some disability categories pursued postsecondary education in greater numbers than others.

Among students with disabilities who did participate in postsecondary academic programs, a large majority (70 percent) spent 75 percent or more of their time in high school in regular education. As shown in table 3.2, only 7 percent of those who went on to postsecondary academics spent less than 25 percent of their time in regular education classrooms during high school. Among those who did not enroll in postsecondary academics, only 45 percent had been in regular education for three-quarters or more of their school day.

No relationship is apparent between pursuing additional vocational training after high school and time in regular education. The distribution of time in regular education is similar for those who did and did not take postsecondary vocational courses. Of those who furthered their education through postsecondary vocational training, 53 percent had spent three-fourths or more of their time in high school in regular education. Among those who did not go on, the figure was 49 percent.

Students' post-school results were expected to be influenced not just by their secondary school programs and courses, but also by how well they did in them. Conventional wisdom holds that students who do well in school are on their way to success in adulthood. A primary indicator of academic performance is staying in school either until graduation or reaching the maximum age of attendance. Leaving school without a diploma or certificate of attendance or completion deprives a young person of the credential that is a prerequisite for many adult opportunities, particularly in the area

Table 3.1 Post-School Results for Youth with Disabilities Up to 3 Years Out of Secondary School

	All Conditions[a]	Specific Learning Disability	Serious Emotional Disturbance	Speech or Language Impairments	Mental Retardation	Visual Impairments	Hard of Hearing	Deaf	Orthopedic Impairments	Other Health Impairments	Multiple Disabilities
Percentage enrolled in postsecondary academic program since high school	16.5 (2.1)	18.7 (3.3)	15.3 (4.7)	37.0 (6.6)	2.5 (1.6)	53.9 (4.9)	35.0 (4.8)	28.3 (4.3)	30.9 (5.5)	35.1 (7.4)	8.0 (4.0)
Percentage enrolled in postsecondary vocational program since high school	14.7 (2.0)	17.8 (3.2)	13.3 (4.4)	17.9 (5.3)	5.7 (2.4)	14.9 (3.5)	20.0 (4.1)	19.9 (3.8)	13.4 (4.0)	23.5 (6.5)	4.0 (2.9)
Percentage currently competitive employed	55.0 (2.8)	63.1 (4.1)	52.0 (6.5)	58.5 (6.7)	40.8 (5.0)	30.3 (4.5)	43.6 (5.0)	24.8 (4.0)	26.4 (5.2)	47.5 (7.6)	15.8 (5.2)
Average annual total compensation (dollars, all youth)	5,524 (429)	6,932 (724)	5,310 (926)	4,389 (829)	3,078 (490)	2,027 (448)	2,773 (489)	1,689 (387)	1,636 (467)	4,388 (954)	778 (332)
Average annual total compensation (dollars, workers)	10,840 (557)	11,671 (808)	11,267 (1,023)	8,145 (1,087)	8,274 (701)	7,303 (.)	7,596 (811)	8,897 (906)	7,586 (.)	9,723 (.)	--
Percentage living independently	27.8 (2.5)	33.9 (4.0)	21.1 (5.1)	36.4 (6.3)	14.8 (3.5)	39.3 (4.7)	25.9 (4.4)	32.3 (4.3)	16.6 (4.3)	17.2 (5.7)	8.0 (3.9)
n	1,763	265	119	115	188	235	211	253	161	101	100

[a] All conditions includes youth in each of the 11 Federal special education disability categories. Percentages are reported separately only for categories with at least 25 youth. Schools were those attended by youth with disabilities in the 1985-86 or 1986-87 school years; special and regular schools are included.

Source: The National Longitudinal Transition Study.

Table 3.2 Regular Education Participation and Postsecondary School Enrollment

	Students Taking:			
	Postsecondary Academic Courses		Postsecondary Vocational Courses	
	Yes	No	Yes	No
Percentage of youth with time in regular education				
0% - 25%	7.2 (3.7)	19.2 (2.4)	17.3 (5.6)	17.2 (2.3)
26% - 74%	22.5 (6.1)	35.8 (2.9)	29.5 (6.8)	34.3 (2.9)
75% - 100%	70.3 (6.6)	45.0 (3.1)	53.2 (7.4)	48.5 (3.1)
n =	524	1,254	282	1,497

Note: Based on students in regular and special schools with at least one year of course data. Information gathered from 1990 student transcripts; 1987 school record abstracts; postsecondary data from 1990 parent/youth interviews.

Note: Standard errors are in parentheses.

Source: "Traversing the Mainstream: Regular Education and Students with Disabilities in Secondary School," National Longitudinal Transition Study (NLTS): 1993.

of postsecondary education and training. Overall, 30 percent of students with disabilities who had been enrolled in 9th through 12th grades left school by dropping out. An additional 8 percent left school before reaching 9th grade. This dropout rate was particularly high for youth with specific learning disabilities or serious emotional disturbance. Of youth with specific learning disabilities who started the ninth grade, 29 percent dropped out, as did 48 percent of students with serious emotional disturbance. As might be expected, dropouts were less likely to enroll in postsecondary vocational, or academic programs. The relationship between dropping out and not continuing one's education held for youth with disabilities as a whole.

Employment

There are many factors that influence the chances of successful employment. This section discusses three important determinants for success: (1) time in regular education and employment; (2) work experience during secondary school; and (3) vocational education during secondary school.

Overall, youth with disabilities as a group were employed at rates well below those of their peers in the general population (Marder, 1992). On the national level, 55 percent of youth with disabilities overall were competitively employed when they had been out of secondary school up to three years (table 3.1). Employment data from a Harris Survey (1994) and SRI (1993) indicate that a larger percentage of individuals with disabilities age 16 to 24 are employed (62 percent) compared to individuals with disabilities age 16 to 64 (31 percent). This suggests that in recent years, more individuals with disabilities are entering the work force after leaving school than was the case in previous decades. This trend may be even larger than it initially appears, because many youth age 16 to 24 are enrolled in secondary school or post secondary programs, and consequently, are expected to have lower employment rates than their older counterparts.

Time in Regular Education and Employment

Two employment results are considered for youth in their first three years after high school.

- Whether the youth currently held a competitive job outside the home for which he or she was paid (sheltered, supported, and volunteer work were not included as competitive paid employment), and

- An estimate of the annual total compensation the youth received for his or her work.[4]

Students with disabilities who had spent more time in regular education courses in high school were more likely to be employed and to earn higher salaries than students who had taken fewer regular education courses (table 3.3). Other analyses show that the relationship between regular education and employment was strongest for those up to 1 year out of school, suggesting that those with more time in regular education were able to locate jobs more quickly. By 2 to 3 years out of high school, their classmates with less time in regular education were employed at similar rates.

The average compensation for all youth, including those who were not employed, was $5,524. Those employed for pay earned an average annual compensation, including wages and benefits, of $10,840. Working youth in most disability categories earned less than $10,000 annually. Those with more time in regular education earned more at both time points, but the difference was greatest for those 2 to 3 years out of school. Increased compensation may be the benefit of a longer work history for the youth with more time in regular education.

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[4] In calculating an estimate of total compensation, unemployed youth were considered to receive no compensation. Estimates for paid workers involved multiplying the reported hours typically worked per week by the reported hourly wage. A typical work year was assumed to involve 49 work weeks for those who did not receive paid sick leave or vacation. For workers who received paid sick leave and vacation, the work year, for purposes of calculating total compensation, was assumed to include 52 paid weeks. Medical insurance received as an employment benefit was valued at 6.1 percent of wages, as commonly calculated by the U.S. Bureau of the Census (1990).

Table 3.3 Regular Education and Employment

	Currently Employed		Annual Compensation		
	Yes	No	None	<$10,000	≥$10,000
Percentage of youth with time in regular education					
0% - 25%	10.1 (2.2)	25.6 (3.7)	25.6 (3.7)	14.9 (4.0)	5.8 (2.7)
26% - 74%	33.5 (3.5)	33.1 (4.0)	33.1 (4.0)	34.9 (5.3)	34.9 (5.5)
75% - 100%	56.4 (3.7)	41.2 (4.2)	41.2 (4.2)	50.1 (5.5)	59.4 (5.7)
n =	766	1,049	1,049	383	246

Note: Based on students in regular and special schools with at least one year of course data. Information gathered from 1990 student transcripts; 1987 school record abstracts; postsecondary data from 1990 parent/youth interviews.

Note: Standard errors are in parentheses.

Source: "Traversing the Mainstream: Regular Education and Students with Disabilities in Secondary School," National Longitudinal Transition Study (NLTS): 1993.

Work Experience During Secondary School

Research suggests that paid work experience is more likely to result in jobs for pay after school because it offers youth a chance to develop work-related skills in real work situations (Hasazi, Gordon, and Roe, 1985). The NLTS has shown that work experience programs are a part of the secondary educational experience for many youth with disabilities (Blackorby, 1993). Overall participation was 39 percent over the four years of high school, ranging from 50 percent of youth with multiple disabilities to 27 percent of their peers with visual impairments. In addition, Wagner, Blackorby, and Hebbeler (1993) found that participation in work experience programs was associated with a number of positive secondary school results, most notably a lower dropout rate.

Vocational Education During Secondary School

Vocational education provides access to job-related training, thereby increasing the chances of labor market success for many youth. It is believed that improved vocational skills acquired in secondary school translate into post-school employment benefits (Gill and Edgar, 1990; Hasazi and Cobb, 1988). Two measures of vocational education were examined: participation in unrelated survey vocational classes (any number of unrelated vocational courses such as typing, woodwork, automechanics) and participation in coordinated series of vocational classes (also referred to as a concentration).[5]

The NLTS found that almost all youth with disabilities had access to some form of vocational education in secondary school, and that many of them had those experiences as early as 9th grade (Blackorby, 1993). Far fewer students (34.4%), however, enrolled in a concentration. Other NLTS analyses showed that students with disabilities who took either survey or concentrated coursework in vocational education were significantly less likely to drop out of school than those who took nonvocational (academic) or prevocational (e.g., career exploration, basic work skills) coursework (Wagner, 1991a; Blackorby, 1993).

NLTS data show that both kinds of vocational training contributed significantly to the probability of competitive employment. Among all youth with disabilities, those who took survey courses in vocational education were more likely to be employed in the first three years after high school than those who took no courses at all. Other NLTS analyses suggest that employment gains grew over time for youth taking a concentration of courses, whereas the employment rate was fairly stable over time for those taking unrelated survey courses (Wagner, Blackorby, Cameto, and Newman, 1993).

The greatest benefits for both kinds of vocational course-taking accrued to youth with specific learning disabilities, speech or language impairments, mild mental retardation, and serious emotional disturbances who were not in institutions. Further, concentrating in vocational education was especially lucrative. Concentrators earned $6,247 more annually than students who had been in nonvocational or prevocational courses. Youth with disabilities who had later taken survey vocational courses when in high school also earned nearly $4,000 more per year than peers who took none.

Residential Arrangements

A mark of independence in the life of a young adult is moving out of one's parents' house and setting up a home of one's own. This post-school result examined whether youth were living independently -- that is, living alone, with a spouse or roommate, in a college dormitory, or in military housing not as a dependent. This is a choice not available to as many young people with or without disabilities today because of the high cost of maintaining a household and the relatively low wages paid to those recently out of high school. For others, it is a choice they can afford but choose not to exercise. Fewer youth with disabilities were living independently shortly after secondary school than were peers in the general population (Marder, 1992). The NLTS found that 28 percent of youth with disabilities up to 3 years out of high school were living independently (table 3.1). Students with visual impairments had the highest percentage of youth living independently (39 percent) which is due in part to their

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[5] A concentration in vocational education was defined as taking four or more classes within a single vocational education content area (e.g., business occupations).

121

Table 3.4 Independent Living and Regular Education

	Lived Independently	
	Yes	No
Percentage of youth with time in regular education		
0% - 25%	8.7 (2.9)	20.7 (2.6)
26% - 74%	25.6 (4.4)	36.6 (3.1)
75% - 100%	65.7 (4.6)	42.7 (3.2)
n =	552	1,316

Note: Standard errors are in parentheses.

Note: Information gathered from 1990 student transcripts; 1987 school record abstracts; living arrangements from 1990 parent/youth interviews.

Source: "Traversing the Mainstream: Regular Education and Students with Disabilities in Secondary School," National Longitudinal Transition Study (NLTS): 1993.

relatively high attendance at postsecondary schools. Groups with especially low rates of independent living in the 3 years after high school were those with multiple disabilities (8 percent), mental retardation (15 percent), orthopedic impairments (17 percent), or other health impairments (17 percent).

Two-thirds of those living independently after high school had participated in regular education 75 percent or more of their time in high school (table 3.4). This compares with only 43 percent of those who were not living independently. At the other extreme, among those living independently, only 9 percent had been in regular education 25 percent or less of their time in high school. For those not living independently, the figure was 21 percent.

General Community Participation

The findings described above illustrate particular dimensions of the experiences of youth with disabilities. The NLTS also uses a result measure called *general community participation* that attempts to describe the lives of young people with disabilities across multiple dimensions. Life profiles were created across the individual measures to reflect various levels of the overall community participation of youth with disabilities. Dimensions of community participation include:

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- *Engagement in work- or education-related activities outside the home.* Were youth engaged in work, schooling, or job training? To what extent (i.e., full time, part time, volunteer work, sheltered jobs)?

- *Residential arrangements.* Were youth living independently? With family members? In institutions?

- *Social activities.* Were youth seeing friends, belonging to groups, establishing relationships and becoming engaged or getting married?

Youth who had spent more time in regular education were significantly more likely to be fully participating in their communities. Community participation was a composite measure of independence that included employment status, postsecondary attendance, residential arrangement, and social activities. Youth with more time in regular education in their backgrounds also were less likely to be inactive in their communities on these dimensions. Table 3.5 shows that over 50 percent of students with disabilities who spent 75 percent or more of their time in regular education were employed or in school, not socially isolated, and either married or engaged.

Variations Among Disability Groups

The relationships between time in regular education in high school and positive results as a young adult were different across the disability groups. Time spent in regular education was related to employment and dollars earned for those with sensory impairments (visual impairments, hearing impairments, deafness) and those with physical impairments (orthopedic impairments, other health impairments). No relationship between regular education and employment was found for those with other impairments. The likelihood of achieving full community participation was higher for those students with non-sensory impairments who spent more time in regular education. Those with physical impairments and more time in regular education were also less likely to experience negative results (e.g., unemployment, social isolation) in their first three years out of high school.

UNDERSTANDING THE CONTEXT

Several cautions must be applied to all of the data reported in this chapter. Collecting systematic data on a national level requires reducing the totality of the secondary school experience to a limited number of simple measures, but the complexity remains nevertheless. For example, one of the critical factors examined is the amount of time spent in regular education. However, clock hours tend to gloss over several important distinctions.

Table 3.5 Dimensions of Community Participation and Regular Education

	Employed or in School		Socially Isolated		Married or Engaged	
	Yes	No	Yes	No	Yes	No
Percentage of youth with time in regular education						
0% - 25%	16.3 (2.3)	20.3 (5.7)	30.6 (11.0)	16.1 (2.1)	10.3 (4.1)	18.7 (2.4)
26% - 74%	30.7 (2.9)	41.0 (6.9)	43.4 (11.8)	32.7 (2.7)	33.4 (6.3)	33.2 (2.9)
75% - 100%	53.0 (3.2)	38.7 (6.9)	26.0 (10.4)	51.2 (2.9)	56.3 (6.6)	48.1 (3.1)
n =	1,358	353	150	1,631	224	1,598

Note: Based on students in regular and special schools with at least one year of course data. Information gathered from 1990 student transcripts; 1987 school record abstracts; 1990 parent/youth interviews.

Note: Standard errors are in parentheses.

Source: "Traversing the Mainstream: Regular Education and Students with Disabilities in Secondary School," National Longitudinal Transition Study (NLTS): 1993.

The structure of education at the secondary level differs considerably from structure of education in elementary school. The secondary school day is fragmented, generally into six or seven "periods" for each student. Many students have some choice in the kinds of courses they take (e.g., academic courses, vocational courses). No student takes all of the courses possible. Unlike elementary school, there is not a typical classroom or even a single track into which students with disabilities can be included. The issue for a student with a disability, as for all students, is which set of courses best meet his or her needs? Furthermore, high school coursework emphasizes content and presumes the mastery of basic skills (Lieberman, 1992). This can be problematic for many students with disabilities, who often are substantially behind their peers in both basic and higher-order skills by the time they reach secondary school (Schumaker and Deshler, 1988).

Regular education is not one setting but many different settings that vary considerably from one classroom to the next. MacMillan and Hendrick (1993) point out that "the issue of setting assumes that where the child is taught is more important than what is done with the child once he or she is placed. Further, it assumes homogeneity of treatments (i.e., the same thing goes on in all special classes)..." (pp. 33-34). The lack of homogeneity also holds for advanced academic classes or vocational classes. Not all special education settings are either good or poor places to educate students with disabilities; neither are all regular education settings. A good education is defined by what goes on in the setting, not just who else is in it or what it is called. The study could not measure the interactions inside classrooms that may be so important for student achievement.

Results of the high school experience include the attainment of many different goals including academic, functional, and personal or social goals. For students with disabilities, the academic and personal/social domains may sometimes conflict. A setting or course that promotes one may negatively affect the other. A student may experience academic success in a special education class but receive behavioral benefits from friendships with students in regular classes. The course content in the regular class may be at a higher level, and the student's difficulty in mastering the content may lower self-esteem. There may be no one best setting to achieve all types of results.

What could happen for students with disabilities in regular classrooms is not necessarily what has happened or is happening. As Kauffman (1993) notes "we understand relatively little about how students' placement determines what is possible and what is probable as far as instruction and its results are concerned" (p. 8). NLTS data is for students who were in secondary school between 1985 and 1990. The relationships of their regular education placements to results reflect the nature of regular education provided *at that time* to students with disabilities. They do not reflect the nature of regular education being provided now, or of regular education that could be provided to students with disabilities in an environment of appropriate reform or adequate resources. What was the case in the late 1980s should not limit our expectations for what might be the case for students with disabilities in regular classes in the future. Survey research, such as that conducted as part of the NLTS, is inherently conservative in that it can report only what existed during a particular time frame. Different types of studies are required to examine the impact of pushing the limits of what can happen.

Students are not assigned at random to certain classes or even schools. Their course-taking is tied to the knowledge and skills they have acquired previously. The NLTS went to great analytic lengths to examine the effects of regular education and other school program features on results, independent of student and other characteristics. However, the possibility still remains that what appears to be an effect for factors such as regular education or advanced coursework is actually a reflection of the higher competencies of students placed in those classes. Other data from the NLTS show that frequently students with less significant disabilities spend more time in regular education. The same set of students would be expected to have better results as young adults. Although analytic techniques have been used to try to understand some of the complexities of the antecedents and consequences of secondary education programs, our understanding is limited to the variables measured in the study. To the extent that important contributing variables were not measured, program characteristics such as time in regular education may be a consequence of rather than a contributing factor to student competencies.

INTERPRETING THE IMPACT OF TIME IN REGULAR EDUCATION

The important, but difficult, question raised by these findings is whether spending time in regular education actually brought about these positive results for young adults with disabilities.

The interpretation of the relationship between more time in regular education and positive results as a young adult is not apparent. It is reasonable that the intellectually and socially most competent students with disabilities enrolled in more regular education courses, and that these same traits served those youth well when they left school. It is equally reasonable that increased time in regular education classes enhanced overall intellectual and social competence by providing better preparation for adulthood and, thus, more regular education actually led to greater success in the years after school. Both hypotheses could be true. Additional research is needed to further understand why more time in regular education in high school for students with disabilities was associated with better results as a young adult.

The positive nature of this relationship is particularly interesting, given how difficult some regular education courses were. Regular education courses exposed students to significant academic risk, yet the students who took more of them did better in adulthood -- if they managed to graduate from high school. Across a number of analyses of postschool results, the message was the same: those who spent more time in regular education experienced better results after high school. Before we can draw policy or educational implications from this finding, however, more information is needed on why it occurred.

SUMMARY AND IMPLICATIONS

These analyses from the NLTS document the early post-school results that were achieved by young people with disabilities who had gone through secondary school in the mid- to late 1980s. Data from the study show that many features of secondary school programs, including time in regular education, or taking vocational courses were associated with a number of positive post-school results. What happens in schools can make a difference in what students later achieve.

Findings from the NLTS show that the impact of schools works in both directions. Taking vocational education was found to be associated with improved life results in the first three years after school. Students who spent more time in regular education were also found to have better results. Other NLTS analyses show that the relationship of time spent in regular education to results is somewhat complex, because increased time in regular education was also found to be strongly associated with increased likelihood of course failure (Hebbeler, 1993). Many students with disabilities experience high failure rates in high school, especially in 9th and 10th grades. Course failure, in turn, was one of the strongest predictors of dropping out. Dropping out, a negative result in itself, is related to other negative results in the next several years after students leave school. Time in regular education then is related to positive results for those who can earn passing grades. For those who can't, the result can be extremely detrimental.

The NLTS shows that secondary school programs can produce post-school benefits for students with disabilities -- but only for students who can succeed in them. Perhaps the greatest positive contribution schools can make to the post-school success of students with disabilities is to contribute to the in-school success of those students, regardless of their placement. As the inclusion movement gains momentum, great care must be paid to issues of quality and support.

The proper use of supports is a key factor in creating an inclusive environment that works for students with disabilities (Ferguson, 1993; Ferguson, Meyer, Jeanchild, and Zingo, 1992; MacKinnon and Brown, 1994). Information on how best to offer these supports is increasing. For example, the National Association of State Boards of Education (NASBE) (1992) developed a checklist for key players creating an inclusive system which promotes cooperative teaching approaches, consultation and in-class support, places a high priority on sustained training that fosters inclusion, and incorporates inclusion goals in hiring practices, evaluation instruments, architectural planning and construction of buildings, and overall budgeting. Simon, Karasoff, and Smith (1992) also recommend a three-tiered system for building inclusive environments. The technical assistance planning guide they developed is designed to facilitate educational change, to focus on local ownership, and to provide self-assessment checklists that examine whether effective practices are implemented at the State, district, and school site levels.

Finally, NLTS analyses of contributions to results for students with different kinds of disabilities confirm that there is no single special education policy or strategy that offers benefits to all students. In shaping policy and programs for students with disabilities, a range of options, tailored to the individual needs of students, continues to be the most effective approach to meeting the wide range of needs, preferences, and abilities of students who participate in special education.

The NLTS gives us solid information on the contributions of schools to the post-school results of students with disabilities. However, it is clear that American education has undergone considerable reform in many places across the country since the NLTS data were collected. School programs are changing for many high school students -- both those with and without disabilities. For secondary school students with disabilities, specific initiatives could markedly reshape their secondary school experiences. Some examples are the recent mandate to incorporate transition planning into secondary school programming and the continued efforts to increase the degree to which students with disabilities are included in regular education settings. Data on school programs, student results, and post-school achievements must continue to be collected if policy makers, educators, parents, and other concerned parties are to stay abreast of changes in special education programs and document their evolving relationships to the results of youth with disabilities.

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CHAPTER 4

RESULTS FOR STUDENTS WITH DISABILITIES

This chapter reports on the work of the National Center on Educational Outcomes (NCEO), one of several research centers funded by OSERS. The views expressed here are those of NCEO, and do not necessarily represent the views of the Department of Education.

Our nation continues to face the challenge of finding ways to improve student performance levels, strengthen the skills that students have when they enter the workplace, and improve the standing of U.S. students relative to students in other nations. Legislation has been enacted reforming education in general (the Goals 2000: Educate America Act), school-to-work transitions (the School to Work Opportunities Act), and elementary and secondary education, particularly Title I programs (the Improving America's Schools Act). Each of these Acts reinforces the concept that educational reforms are meant to benefit *all* students, including students with disabilities. These Acts not only have the objective of producing improved student performance, but also require that the collection of data on the results of education of every student be improved, and that the data be more useful and descriptive. Improving the quality of the information on the results of education for students with disabilities has been a major focus of the work of the NCEO since it was established by OSEP in 1990.

Numerous factors have affected the quality of the information on the results of education for students with disabilities. Among them are excluding students with disabilities from assessment programs that collect data on students; resistance to using appropriate accommodations that enable students with disabilities to participate meaningfully in assessments; and failing to report data on those students with disabilities who do participate in assessments. These difficulties have affected both national data collection programs and State assessment programs. In the past year, significant progress has been made toward including students with disabilities in assessment programs and providing them with appropriate accommodations. It is likely that our national education data collections will soon provide more information on the performance of most students with disabilities in selected academic areas.

Several NCEO activities are related to assessing the results of education for students with disabilities. Among these are developing a conceptual model of outcomes that is appropriate for all students, annually surveying State assessment activities, and analyzing data on students with disabilities that currently exists in State and national data bases. This chapter describes NCEO's ongoing analyses of current State and national assessment practices for students with disabilities. First, recent developments in State assessments of students with disabilities are described. Then, the actions taken to include children with disabilities in the 1992 National Adult Literacy Survey (NALS) and the Early and Childhood Longitudinal Study (ECLS) are described.

DATA FROM STATE ASSESSMENTS

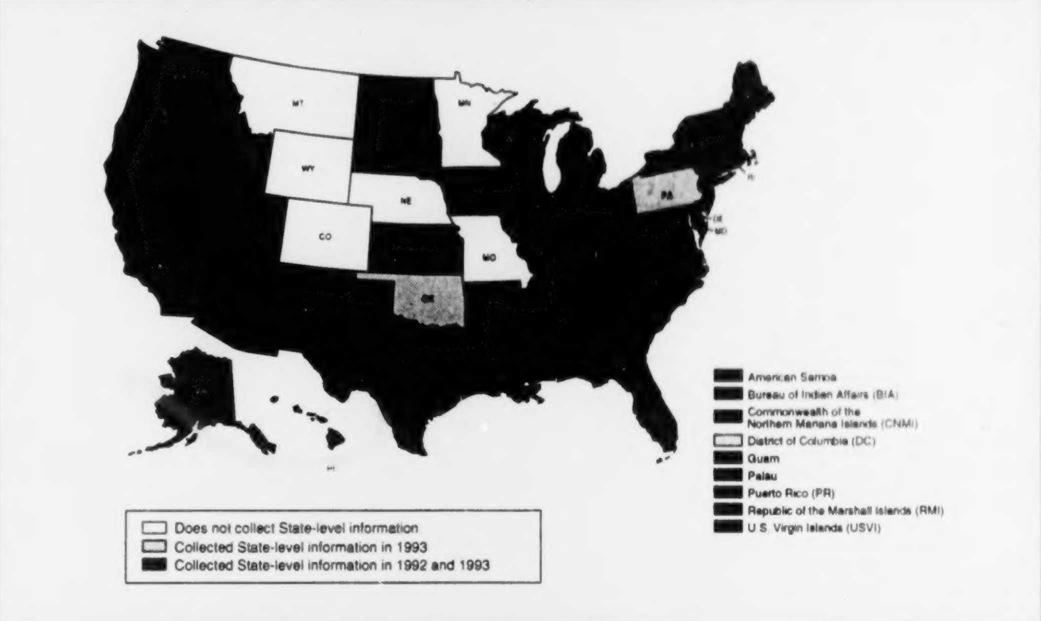
Much research and reform activity is occurring in the field of State assessments. Nearly every State and Outlying Area now has some type of statewide assessment, or is considering implementing one. Each year, NCEO surveys the educational agencies of States and Outlying Areas that receive Federal special education funds concerning their assessments and other activities related to the results of education for students with disabilities. The surveys have two purposes:

- to create a tracking system that can collect data describing how States are assessing educational results, particularly those for students with disabilities; and
- to work with SEAs that have data that might be used to describe the educational results of students with disabilities nationally. In addition, NCEO is identifying persistent barriers to using the results derived from assessment efforts, with the goal of providing information that will help States overcome the barriers.

The NCEO report *Special Education Outcomes 1993* provides updated findings concerning the status of statewide educational results assessment of students with disabilities. The major findings are described below.

- States continue to focus on participation and exit data for students with disabilities.
- States are attempting to produce better information on the number of students with disabilities taking part in statewide assessments.
- Guidelines are being created that help define who participates in statewide assessments, with the apparent goal of increasing the number of students who participate.
- Guidelines on acceptable testing accommodations and adaptations are being created. The trend is to allow more types of modifications.
- States implementing non-traditional forms of assessment seem to retain the same approach as used in their traditional assessments for including students with disabilities.

Figure 4.1 States and Outlying Areas Collecting Achievement Data on Students with Disabilities


MT
MN
WY
NE
PA
RI
DE
MD
CO
MO
OK
HI
☐ Does not collect State-level information
▨ Collected State-level information in 1993
■ Collected State-level information in 1992 and 1993
■ American Samoa
■ Bureau of Indian Affairs (BIA)
■ Commonwealth of the Northern Mariana Islands (CNMI)
☐ District of Columbia (DC)
■ Guam
■ Palau
■ Puerto Rico (PR)
■ Republic of the Marshall Islands (RMI)
■ U.S. Virgin Islands (USVI)

Source: National Center on Educational Outcomes (NCEO).

- While it is still not possible to use State assessments to produce a composite of the educational results, several States are collecting some type of data and are willing to share them. The variability in measures, grades assessed, and content areas make it impossible to integrate the data in a meaningful way.

Based on these findings, NCEO has concluded that States are making discernible progress in several aspects of the State-level assessment of educational results for students with disabilities. This progress is evident in three critical areas: *identifying students with disabilities, developing guidelines for participation of students with disabilities,* and *developing guidelines for accommodations.*

Identifying Students with Disabilities in State-level Assessments

State-level assessments continue to emphasize measurement of academic achievement. Of the 59 States and Outlying Areas surveyed in 1993, all but 6 included students with disabilities in their State-level achievement assessments or did not have a State-level assessment (see figure 4.1). In 1992, all but 9 included students with disabilities or did not have a State-level assessment.

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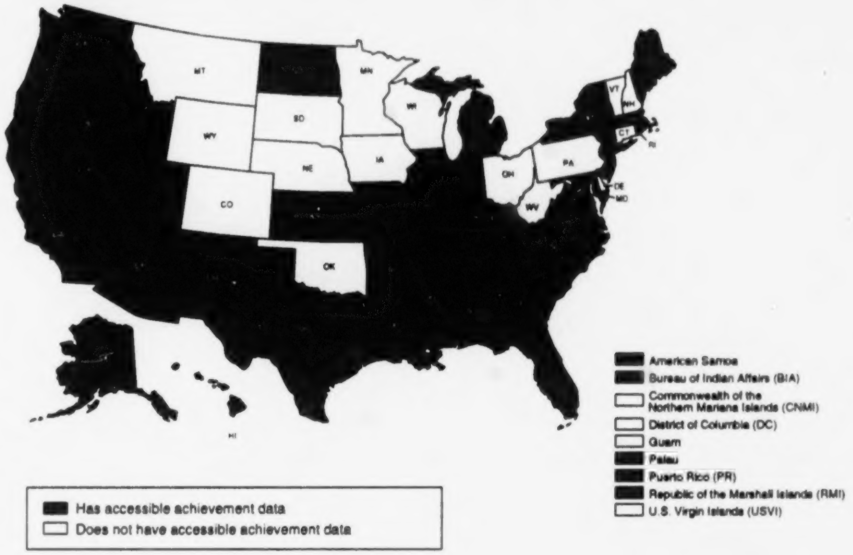
Figure 4.2 States and Outlying Areas with Accessible Achievement Data on Students with Disabilities in 1993


MT
MN
SD
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WI
NE
IA
CO
OH
PA
WV
OK
VT
NH
CT
RI
DE
MD
HI
■ American Samoa
■ Bureau of Indian Affairs (BIA)
☐ Commonwealth of the Northern Mariana Islands (CNMI)
☐ District of Columbia (DC)
☐ Guam
■ Palau
■ Puerto Rico (PR)
■ Republic of the Marshall Islands (RMI)
☐ U.S. Virgin Islands (USVI)
■ Has accessible achievement data
☐ Does not have accessible achievement data

Source: National Center on Educational Outcomes (NCEO).

However, the increase in the number of States and Outlying Areas in which students with disabilities are included in assessments is not accompanied by an increase in the number with accessible achievement data on these students. In 1993, the 20 States and Outlying Areas that could not produce this data in 1992 were again unable to produce it (see figure 4.2).

In States where students with disabilities do participate in assessments, the percentage of all students with disabilities participating ranges from less than 10 percent to more than 90 percent, according to the States' own estimates (see table 4.1). Three States and the District of Columbia increased the percentage of students with disabilities participating in statewide assessments in 1993.

State Guidelines on Participation of Students with Disabilities in Assessments

As part of its annual survey, NCEO asks States and Outlying Areas to describe their guidelines for making decisions about who participates in statewide assessments. Results from the 1993 survey show that the number of States and Outlying Areas with

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Table 4.1 State and Outlying Area Estimates of the Percentage of Students with Disabilities Participating in Statewide Assessments of Academic Achievement

< 10 Percent	10-24 Percent	25-49 Percent	50-74 Percent	75-90 Percent	> 90 Percent
Colorado Florida Georgia Louisiana Michigan Minnesota[a/] Missouri New Mexico North Dakota Washington Wisconsin Guam	Kansas Palau	California Connecticut **Hawaii** Idaho Illinois[b/] Iowa Oregon Tennessee Texas **District of Columbia** CNMI Puerto Rico	Delaware Massachusetts New Jersey **New York** Rhode Island South Carolina South Dakota	Indiana Maine North Carolina American Samoa	Kentucky **Maryland**

a/ Minnesota has a voluntary assessment process and is therefore not shaded in Figure 4.1.

b/ In the 1992 survey, Illinois was unable to determine the percentage of students participating in its statewide assessment.

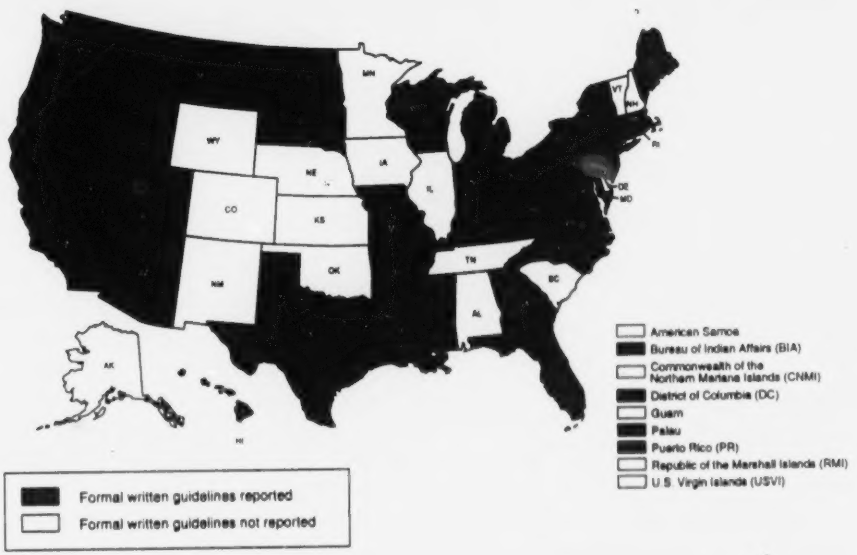
Note: States and Outlying Areas in bold increased the percentage of children with disabilities included in their statewide assessment in 1993. Of the 59 States and Outlying Areas surveyed, four do not include students with disabilities in their statewide assessments; 14 do not know what percentage are included in their assessments; and Wyoming and Nebraska do not have statewide assessments.

Source: National Center on Educational Outcomes (NCEO).

written guidelines about inclusion of students with disabilities in statewide assessments continues to increase (see figure 4.3).

Thirty-four States and four Outlying Areas indicated that in 1993 they had written guidelines about the participation of students with disabilities in statewide assessments. In 1991, 28 States and Outlying Areas had such guidelines; in 1992, 35 did. The nature of the guidelines that are used to make decisions about participation is shown in table 4.2. Most States and Outlying Areas use more than one criterion to decide who should participate in statewide assessments. Decisions based on the characteristics of the student's program or curriculum or on a decision about participation previously written into the student's IEP were most common. Much less frequent were guidelines that allowed decisions to be influenced in part by a) the parent's or guardian's opinion, b) the effect of participation on the student, or c) the effect of participation on the overall assessment results.

Figure 4.3 States and Outlying Areas with Written Guidelines for Inclusion of Students with Disabilities in Statewide Assessments in 1993[a/]


MN
WY
NE
IA
IL
CO
KS
OK
NM
TN
AL
SC
VT
NH
RI
DE
MD
AK
HI
☐ American Samoa
■ Bureau of Indian Affairs (BIA)
☐ Commonwealth of the Northern Mariana Islands (CNMI)
■ District of Columbia (DC)
☐ Guam
■ Palau
■ Puerto Rico (PR)
☐ Republic of the Marshall Islands (RMI)
☐ U.S. Virgin Islands (USVI)
■ Formal written guidelines reported
☐ Formal written guidelines not reported

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a/ Some States that were shaded in the 1992 Annual Report are not shaded this year because the guidelines are undergoing revisions in those States.

136

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Table 4.2 State and Outlying Area Criteria Included in Written Guidelines on Participation of Students with Disabilities in Statewide Assessments

Criterion	Number of States	Percentage of States[a/]
Characteristics of Student's Program/Curriculum	19	55.9
IEP Specification	17	50.0
Need for Appropriate Accommodations	11	32.4
Characteristics of Student	10	29.4
Parent/Guardian Opinion	7	20.6
Effect on Student	6	17.6
Effect on Test Results	5	14.7

[a/] Percentage is based on the number of States and Outlying Areas that had written guidelines on participation of students with disabilities in assessments (n=34).

Source: National Center on Educational Outcomes (NCEO).

State Guidelines on Assessment Accommodations for Students with Disabilities

NCEO also surveyed States and Outlying Areas concerning the nature of their written guidelines for making decisions about the use of accommodations, adaptations, and other modifications in statewide assessments. Some typical accommodations are shown in table 4.3. In general, States have made increased use of each type of category (see figure 4.4). These increases have been noted in all of the four major categories of accommodations: timing/scheduling, presentation format, setting, and response format.

Twenty-five States and two Outlying Areas indicated that in 1993 they had written guidelines on the use of accommodations in assessments of students with disabilities. The nature of the guidelines is shown in table 4.4.

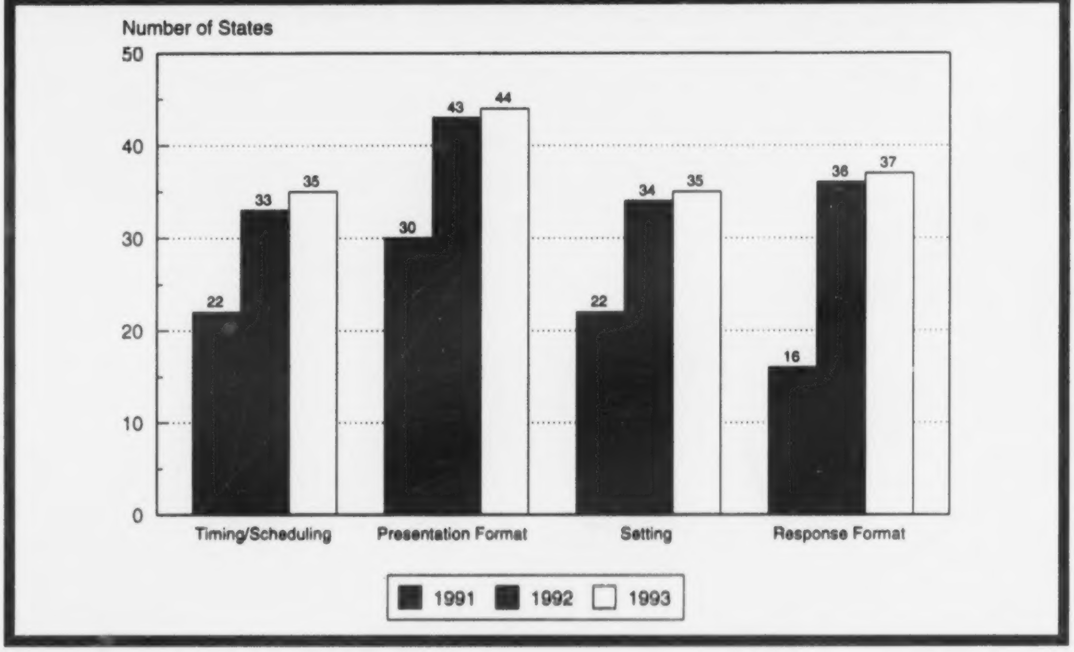
Most States and Outlying Areas that had written guidelines include more than one type of accommodation in those guidelines. Alterations in presentation format (88 percent) and in timing or scheduling (80 percent) are most frequent.

Table 4.3 Some Typical Types of Accommodations Used in Statewide Assessments

Type of Accommodation	Examples
Timing/Scheduling	Extended time Breaks during testing schedule Testing on certain days
Presentation Format	Braille edition Large-print version Tape record directions Sign language presentation of directions
Setting	In separate room In carrel In small group
Response Format	Computer-generated responses Scribe to write answers Point to answers Mark in test booklet
Other	Out-of-level testing

Source: National Center on Educational Outcomes (NCEO).

Figure 4.4 Modifications Used in Statewide Assessments



Source: National Center on Educational Outcomes (NCEO).

Table 4.4 Number of States and Outlying Areas Using Written Guidelines on Assessment Accommodations for Students with Disabilities

Type of Accommodation	Number of States	Percentage of States[a]
Presentation Format	22	88.0
Timing/Scheduling	20	80.0
Other	18	72.0
Response Format	17	68.0
Setting	16	64.0

[a] Percentage is based on the number of States that had written guidelines on accommodations for students with disabilities in assessments (n=25).

Source: National Center on Educational Outcomes (NCEO).

New Forms of Assessment: Performance Assessments

In a follow-up study of a survey of all 50 States conducted by the Council of Chief State School Officers and the North Central Regional Educational Laboratory, NCEO surveyed State assessment personnel about their use of non-traditional assessments, including performance, authentic, portfolio, and other similar assessments. The purpose of the survey was to ascertain the extent to which accommodations are being made for students with disabilities participating in non-traditional assessments. Because non-traditional assessments are a recent development and are often still undergoing design, assessment personnel often have more freedom to consider how to include students with disabilities early in the assessment program development process. They can also plan to use accommodations and modifications that can increase the numbers of students with disabilities who participate in the assessment.

The results of the survey, which are presented in detail in *State Special Education Outcomes 1993* (Shriner, Spande, & Thurlow, 1994), parallel most of the findings of similar studies of traditional forms of assessment, as shown below.

- Only 7 of the 21 States that were using a non-traditional form of assessment knew how many students with disabilities were participating.

140

- In eight States, accommodations and adaptations guidelines for non-traditional assessments were based on IEPs. In seven States, they were based on factors other than IEPs. Six States had no such guidelines.

- States vary greatly in the way traditional or non-traditional assessment data are reported for students with disabilities. Eight States combine the data on students with disabilities who took traditional and non-traditional assessments in their overall report. Three States present that data separately. Four States collect the data but do not include it in any report. Six States do not provide any data on assessments of students with disabilities.

Based on these findings, NCEO concluded that States implementing non-traditional forms of assessment use the same approach to including students with disabilities and making accommodations as in their traditional assessments.

NCEO's Recommendations for State Guidelines on Participation and Accommodations

In May 1994, the Center convened a group of State assessment program directors, State special education directors, and other individuals knowledgeable about assessment and students with disabilities to discuss how decisions about participation and accommodation might be made (Ysseldyke, Thurlow, McGrew, & Shriner, 1994). Before formulating a set of recommendations, NCEO felt that it was important that the group state explicitly the assumptions underlying the guidelines for making participation and accommodations decisions. These assumptions are presented in table 4.5.

The group's recommendations for statewide assessment practices related to students with disabilities were made in three areas: participation, accommodations and adaptations, and implementation checks. The recommendations in each of these areas are summarized below.

Participation. Including students with disabilities in statewide assessments needs to occur at three points: instrument development, instrument administration, and reporting of results.

1. **Instrument Development:** Include students with disabilities when testing assessment items in order to identify problems. In this way, instruments can be modified during the development phase to allow greater numbers of students with disabilities to participate meaningfully.

Table 4.5 Assumptions Underlying NCEO's Recommendations for State Participation and Accommodation Decisions

1. All students should be included in assessment programs. Any time data are collected for the purpose of making policy or accountability decisions, include all students. Not all students need to take the same test.

2. The critical question to ask when considering the use of a different assessment is why the student is in a different curriculum. Inclusion in the curriculum is the first critical decision that is made for a student as an IEP is developed. If the student is not in the regular curriculum, it is important to ask why not. Then questions about the assessment can be asked.

3. State assessment programs are conducted for multiple purposes. There is a need to differentiate participation and accommodation decisions as a function of purpose.

4. Accuracy and fairness should characterize State assessment programs.

5. Assessment procedures should be sensitive to the needs of students with disabilities.

6. Accommodations are used for equity, not advantage. Students who use accommodations during an assessment do so to be able to take an assessment on an equal playing board as other students who do not need accommodations. Accommodations are not provided to help the student with a disability do better than other students.

7. Assessment programs should make clear that the same high standards are expected of all students. State advisory boards should decide the range of performance permitted for each content standard.

8. Assessment should be characterized by practicality and cost effectiveness.

9. Assessment should be consistent with students' instructional programs and accommodations.

Source: Ysseldyke, J. E., Thurlow, M. L., McGrew, K. S., Shriner, J. C., (1994). Recommendations for making decisions about the participation of students with disabilities in statewide assessment programs. (Synthesis Report 15). Minneapolis, MN: NCEO

2. **Instrument Administration:** Include all students with disabilities in some form of the assessment. When a sampling procedure is used for an assessment, the sample must be representative of all students. This can be accomplished by allowing partial participation and alternate assessments.

3. **Reporting of Results:** Include students with disabilities in reports of results. Data on the performance of all students are needed. Therefore, scores must be reported for all students. Reports of results from students taking different assessments and from information provided by informed respondents should be included in these reports. If a student is excluded from testing for any reason, that student should still be included in the denominator used when calculating averages.

Accommodations and Adaptations. Not all students with disabilities will need modified assessments, but modifications should be used when needed. Accommodations and adaptations that teachers use with students during instruction, and that are accepted in work and community environments, should be used during assessments. It is recognized that some modifications may affect measurement validity. These modifications should still be used and the scores from them identified so that the impact of the modifications can be further analyzed. Also, research on the effects of various accommodations in statewide assessments is needed. Finally, as new technologies and procedures for accommodations and adaptations are developed, they should be included in the array of possible accommodations and adaptations for instruction and testing.

It is particularly important for States to examine conflicting guidelines. For example, some States use accommodations that other States specifically prohibit. Among these are, for example, reading items to a student, allowing extended time to finish tests, and out-of-level testing.

There are several ways States can increase student participation in assessment programs, as described below.

1. *Allow partial participation in an assessment.* Some assessments have several components (e.g., reading, math, writing). When a student can participate in one component but not in others, the student should not be excluded from the entire assessment, but rather included in that component in which the student can participate. In other words, include students with disabilities in component(s) of an assessment even it they cannot take the entire assessment.

2. *Use a different assessment for some students* (such as students in a functional skills curriculum). Students whose curriculum is significantly different from the content of the assessment should be assessed with a different instrument. It is very important to assess critically the student's participation in the regular curriculum at this point. There must be justification for a student being placed in a different curriculum.

3. *Allow an informed respondent to provide information on what the student can do* (i.e., information on the student's current level of functioning).

Implementation Check. Assessment personnel should check on adherence to the intent of the recommendations by making sure that no student is excluded who could participate if accommodations and adaptations were used. This can be done by requiring a specific person in the district to approve the decision that a particular student not participate in the regular assessment. In addition, the actions described below can be taken.

1. Conduct follow-up studies to verify that the students who were excluded could not participate in the assessment with reasonable modifications. Report the results of the follow-up studies.

2. Conduct follow-up studies to determine what accommodations were used for students who were included.

3. Remove incentives for exclusion, using either rewards or sanctions. For example, providing information through the media is often an effective way of promoting change. Another strategy for removing incentives is to assign the lowest possible proficiency level score to all who are excluded from assessments. The reporting of information on all students is a critical aspect of removing incentives for exclusion.

4. Set up a panel to review requests for new forms of testing modifications. The panel would decide if the requested modifications are reasonable or if further research is needed before a decision can be made.

State personnel that participated in the meeting recognized that a State might not be able to implement all aspects of the recommended practice at once. However, it is possible to implement one or two aspects without implementing the others. The group also felt that SEAs would benefit from examining other States' guidelines (see Thurlow, Scott, & Ysseldyke, 1994a, 1994b) and talking with assessment personnel from other States.

The group convened by NCEO also recognized that guidelines for making decisions about inclusion and accommodations could vary as a function of the way the assessment affected the student. The changes in guidelines described above are for "low-stakes" assessment. However, States increasingly use "high-stakes" assessments. When they do, motivation to exclude those students who are perceived to bring average scores down increases. When students with disabilities participate in a "high-stakes" statewide assessment, such as a graduation exam, it is imperative that guidelines be considered. This does not mean that students with disabilities should be excluded from "high-stakes" assessments, but rather that appropriate accommodations must be made.

DATA FROM NATIONAL ASSESSMENTS

Prior to the 1990s, people with disabilities participated in national assessments at extremely low rates, and data were seldom reported for those who did participate. Now, however, people with disabilities are being included in assessments at an increasing rate. The 1992 National Adult Literacy Survey (NALS) included people with disabilities, and even though methodological inadequacies may have affected the reliability of the results for those people, it is notable that the attempt was made. In addition, during 1993-1994, the National Center for Education Statistics (NCES) began making significant planning efforts to provide accommodations for and include students with disabilities in such assessments as the National Assessment of Educational Progress (NAEP). This section describes the NALS study and the plans for administering the Early Childhood Longitudinal Study (ECLS).

National Adult Literacy Survey (NALS)

In 1988, Congress asked the Department of Education to conduct a national literacy study of American adults. As a result, NALS was conducted in 1992. The instrument was a national household survey, and 13,600 individuals age 16 and older participated. Approximately 12 percent of the respondents indicated, through self-reporting, that they had a physical, mental, or other health condition that kept them from participating fully in work or other activities. No accommodations were provided to people who identified themselves as having a disability.

The NALS study defined literacy as "using printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential" (Kirsch, Jungeblut, Jenkins, & Kolstad, 1993, p. 2). Three scales were identified:

> **Prose literacy** -- the knowledge and skills needed to understand and use information from texts that include editorials, news stories, poems, and fiction. For example, finding a piece of information in a newspaper article, interpreting instructions from a warranty, inferring a theme from a poem, or contrasting views expressed in an editorial.
>
> **Document literacy** -- the knowledge and skills required to locate and use information contained in materials that include job applications, payroll forms, transportation schedules, maps, tables, and graphs; for example, locating a particular intersection on a street map, using a schedule to choose the appropriate bus, or entering information on an application form.
>
> **Quantitative literacy** -- the knowledge and skills required to apply arithmetic operations, either alone or sequentially, using numbers embedded in printed materials; for example,

> balancing a checkbook, figuring out a tip, completing an order form, or determining the amount of interest from a loan advertisement. (pp. 3-4)

These scales were the basis for the 165 tasks in the total survey. Each respondent was asked during a personal interview to complete one booklet containing tasks estimated to require a total of 45 minutes to complete. Each participant was asked to complete a number of tasks related to each literacy area, thus completing a subset of the total set of literacy tasks. Sampling procedures were used to ensure that all tasks were administered to a nationally representative sample. During the part of the interview in which background and personal information were obtained, respondents were also asked to describe any illnesses and disabilities. Four questions were used to identify individuals with "physical, mental, or other health conditions":

> One question asked respondents whether they had a physical, mental, or other health condition that kept them from participating fully in work, school, housework, or other activities. Two other questions asked whether they had visual or hearing difficulties. Finally, respondents were asked whether they had a learning disability, any mental or emotional condition, mental retardation, a speech disability, a physical disability, a long-term illness (for six months or more), or any other health impairment. Respondents were permitted to report each type of disability or condition they had. (Kirsch, Jungeblut, Jenkins, Kolstad, 1993, p. 42.)

The NALS report included the results of the literacy assessment of individuals in ten self-reported disability condition categories. The following percentages of respondents reported that they had various conditions: physical disability (9 percent), long-term illness (8 percent), visual difficulty (7 percent), hearing difficulty (7 percent), other health impairment (6 percent), learning disability (3 percent), mental or emotional condition (2 percent), speech disability (1 percent), and mental retardation (<1 percent). Overall, these individuals with disabilities were more likely than people without disabilities who participated in the survey to perform at the lowest literacy levels. The first NALS report described this lower performance of individuals with various disabilities and conditions in the excerpts below.

- Adults with mental retardation, for example, were about four times more likely than their peers in the total population to perform in Level 1[1] on the prose, document, and quantitative scales. On the prose scale, 87 percent of the respondents with mental retardation were in this level, compared with 21 percent of adults in the population as a whole. (Kirsch, Jungeblut, Jenkins, Kolstad, 1993, p. 43)

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[1] Performance was based on 5 levels. Level 1 tasks involve matching or entering information onto a document while Level 5 tasks require the reader to extract information from a complex display or to infer information.

- On each scale, more than half of the individuals with vision difficulties performed in Level 1 (53 to 55 percent), for example, and another 24 to 26 percent performed in Level 2. (Kirsch, Jungeblut, Jenkins, Kolstad, 1993, p. 45)

- Finally, it is interesting to note the average performance differences between individuals who reported having certain disabilities and adults in the population as a whole. The smallest gap was between those who said they had difficulty hearing and adults in the population overall; the difference was 24 to 29 points on each literacy scale. Across the other groups, the performance gap between those who reported having a particular disability or illness and those in the total population ranged from 32 to 72 points. The only exception was among adults who reported having some form of mental retardation; here the gap ranged from 120 to 154 points across the scales. (Kirsch, Jungeblut, Jenkins, Kolstad, 1993, p. 45).

However, Kirsch et al., also reported that within nearly every disability group, in each literacy category (prose, document, quantitative) there are some individuals with disabilities who perform at levels 4 and 5, the top two levels of literacy reached by about 20 percent of the 13,600 individuals in the total sample. The percentages of individuals in these two levels within each condition or disability are shown in table 4.6.

The NALS report data are among the first available from a national education survey that includes data about people with disabilities. Unfortunately, the data related to people with disabilities have some major limitations. First, relying on self-reports can result in underestimation of the incidence of certain disabilities in the sample: For example, learning disabilities would probably be underreported by adults who left the school system before schools became widely aware of such disabilities and how to diagnose them. Also, the stigma sometimes still associated with disabilities such as mental retardation or emotional disturbance may discourage respondents from reporting the condition. Second, self-reports can also result in overestimation of some disabilities. Third, the lack of accommodations that might have enabled some people to better accomplish some assessment tasks may also have affected the results. For example, people with visual difficulties might have been at a disadvantage because print may not have been large enough for them to see accurately.

Plans for Future Assessments (ECLS)

NCES has also begun work on a new data collection effort, the Early Childhood Longitudinal Study (ECLS). A kindergarten cohort is to be tracked for five years. A birth cohort might also be tracked if other agencies wish to participate. Various ways for including students with disabilities in this study are being explored as the study is designed and the instruments are developed. This approach to achieving inclusion is

Table 4.6 Percentage of Adults with Disabilities and Other Conditions Performing in Levels 4 and 5

Disability/Condition	Literacy Scale		
	Prose	Document	Quantitative
Physical, mental, or other health	6	6	7
Visual difficulty	5	6	6
Hearing difficulty	10	9	13
Learning disability	5	5	5
Mental/emotional condition	10	10	10
Mental retardation	4	3	1
Speech disability	7	6	7
Physical disability	7	6	8
Long-term illness	8	7	10
Other health impairment	8	7	11

Source: Data are from Kirsch, Jungeblut, Jenkins, & Kolstad (1993, p. 44).

consistent with that recommended by participants in a meeting of NCES personnel, NCEO, and other experts in assessment and national data collection programs (Ysseldyke, Thurlow, McGrew, & Vanderwood, 1994).

SUMMARY AND IMPLICATIONS

The National Center on Educational Outcomes believe that there has been noticeable progress in assessing the results of education for students with disabilities. While complete national or State-level data on students with disabilities has not yet been collected, more valid information about how many students with disabilities actually participated in various assessments is being gathered. Also, more aggressive policies to facilitate the participation of more students with disabilities in assessments are being developed.

NCEO found that aggregating data on the educational results of students with disabilities into a composite picture of their status and performance is not yet feasible. The measures States use vary too much to allow such aggregation. In addition, States use different measures at different grade levels and in different content areas.

There continues to be considerable variability in State guidelines used to determine which students will participate in State-level assessments and what accommodations can be used. The variability is such that a student included in a State-level assessment in one State might be excluded in the next. An accommodation that is recommended in one State might be prohibited in another. NCEO believes that these kinds of inconsistencies can be lessened by developing consistent national guidelines.

In the opinion of the NCEO, the new types of assessments being developed or considered also highlight the importance of consistent national guidelines. States using non-traditional forms of assessment, such as performance, authentic, or portfolio assessment, tend to use the same approaches to including students with disabilities and making accommodations as they use in their traditional assessments. This occurs despite the opportunity to include students with disabilities in every aspect of new development activities such as item development, procedures, and options for accommodations.

NCEO believes that despite its shortcomings in the areas of data collection and accommodations, NALS is an example of a new commitment to inclusion of individuals with disabilities when conducting national educational data collection. The Center found even more encouraging NCES plans to include students with disabilities in the ECLS, provide them with needed accommodations, and consider the needs of these students in the initial stages of assessment development. Therefore, it is likely that national education data collections will soon provide more information on the performance of most students with disabilities in selected academic areas.

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CHAPTER 5

FINANCING SERVICES FOR STUDENTS WITH DISABILITIES

This chapter reports on the work of the Center for Special Education Finance (CSEF), one of several research centers funded by OSERS. The views expressed here are those of the CSEF, and do not necessarily represent the views of the Department of Education.

Issues related to special education finance have gained considerable importance over the past few years. The continued growth in the number of children with disabilities and the cost of providing special education programs have focused increased attention on how resource constraints affect the quality of services provided. One of the primary objectives of the Center for Special Education Finance (CSEF) is to provide policy makers and administrators at the Federal, State, and local levels with data, analyses, expertise, and opportunities to share information about special education finance issues.[1]

CSEF is guided by one overarching policy question that places a broad range of questions pertaining to special education finance into a single conceptual framework and set of activities:

How can the quality of educational services be maximized for students with special educational needs within the context of limited resources?

The CSEF research agenda focuses primarily on issues related to special education resource allocation. However, funding issues cannot be isolated from issues related to program design and measuring program results and quality. Decision makers at each level of government must ultimately decide how best to allocate limited resources to produce the desired results. A major CSEF objective is to provide information that can facilitate that process.

This chapter summarizes some of CSEF's research during its first two years of operation (FY 1993 and FY 1994). Separate sections focus on:

- Federal funding for special education services, including a historical overview of Federal legislation;
- State special education funding, with an emphasis on State finance reform efforts; and
- a case study of a State-level cost analysis project.

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[1] CSEF is supported through a cooperative agreement with the U.S. Department of Education, Office of Special Education Programs.

FEDERAL FUNDING FOR SPECIAL EDUCATION

Historical Overview

The Federal presence in elementary and secondary education in general, and special education in particular, was negligible until the 1960s. In 1966, hearings before an ad hoc subcommittee of the House of Representatives Education and Labor Committee revealed that only about one-third of the 5.5 million children and youth with disabilities in the country were being provided appropriate special education services. According to the committee report, the remaining two-thirds were either totally excluded from public schools or "sitting idly in regular classrooms awaiting the time when they were old enough to 'drop out.'" Federal programs directed at children with disabilities, the Committee reported, were "minimal, fractionated, uncoordinated, and frequently given a low priority in the education community" (House Report No. 72-611, June 26, 1975, p. 2).

As a result of these hearings, Congress added Title VI to the Elementary and Secondary Education Act (P.L. 89-750) in 1966, establishing a two-year project grants program to assist the States in educating children and youth with disabilities. Allotments were based on the population of exceptional children age 3 through 21 in the State. The Elementary and Secondary Education Amendments of 1970 repealed Title VI as of July 1971 and created the Education of the Handicapped Act (EHA), P.L. 91-230. EHA consolidated a number of separate Federal grant programs related to children with disabilities under one statute. This new authority, the precursor of the current IDEA, was the first free-standing statute written expressly for children and youth with disabilities.

Part B of EHA provided a new formula grant program to replace the previous population-based grant. The maximum amount of the grant that a State could receive was equal to the number of children with disabilities age 3 through 21 receiving special education and related services times a specified percentage of the national average per pupil expenditure (APPE) in public elementary and secondary schools in the United States. See table 1.1 in Chapter 1 for a summary of Part B grants and APPE amounts since 1977.

The new formula was a significant change from the way funds had previously been distributed. Prior law based allocations (a) *to States* on the number of all children, i.e., population, ages 3 through 21 within a State, times $8.75 per child, and (b) *within States* on a discretionary project basis. The new system for distributing funds within States made allotments based on the number of students eligible for special education services. The new system's objectives were to allow funds to flow to areas with relatively higher rates of eligible students (and therefore greater need) and create an incentive to locate and serve those students.

The 1990 Amendments to EHA changed its name to the Individuals with Disabilities Education Act (IDEA). To assist States in providing FAPE to children and youth with disabilities, IDEA authorizes three State formula grant programs and several discretionary grant programs.

The discretionary grant programs (Parts C through G of IDEA) have the objective of stimulating improvements in educational services for children with disabilities. Included are grant programs designed to promote recruitment and training of special education personnel, research and demonstration projects, development and dissemination of instructional materials and information to teachers and parents, and some direct services for children.

SPECIAL EDUCATION FUNDING IN THE STATES

IDEA mandates FAPE for all students with disabilities. The States are primarily responsible for providing special education programs and services, and provide 56 percent of the financial support for them.

> "Although States continue to bear the fiscal burden of educating students with disabilities, there is a paucity of recent data on the levels of funding actually provided by States and local governments. The most recent data available (from the 1987-88 school year) show the States providing 56 percent of the funds expended for special education programming across the nation, as compared to 36 percent from local sources, and 8 percent from the Federal government" (Moore et al., 1988).

States are struggling to provide FAPE to students with disabilities with limited public resources that are being strained by the growing demand for other types of social services. As a result, many States are actively changing or considering changes in the ways they finance special education programs. In fact, State efforts to reform special education finance appear to be at their highest level since the enactment of IDEA.

State Special Education Finance Reform Movement

In 1994, CSEF conducted a telephone survey of SEA personnel in all 50 States to learn of any efforts States may be making to reform their special education finance systems. The survey revealed that 18 States have implemented some type of finance reform in the past five years.

Twenty-eight States are currently considering major changes in special education fiscal policy. Nine of these States expect to implement some variation of their existing funding system, or have a clear idea for a new one. The other 20 States are as yet undecided about the specific changes they will make. Of these 29 States, seven implemented some type of finance reform in the past five years and are considering reforming their special education finance systems again.

Table 5.1 describes the special education finance reform movement by State and by type of funding formula, (column 2), as defined in the table key. In addition, the basis on which the funding allocation is made is provided (column 3). The basis on which the allocation is made is important for understanding the policy implications of funding alternatives. For example, allocations based on type of student placement tend to afford the least flexibility to local decision makers. Allocations based on less specific criteria, such as total district enrollment, are likely to allow them much more discretion when identifying and placing students.

Another important factor is whether State special education funds must be spent exclusively on special education students (column 4). Although such a restriction favors fiscal accountability, it tends to reduce local control. In fact, although this restriction is often presumed to exist, 33 of the States surveyed *do not* require that all special education funds be spent exclusively on special education services.

Issues Driving Reform. When respondents were asked to identify the issues driving reform, as a group they provided more than a dozen answers. However, the consensus was that (1) more flexible ways to provide special education services are needed, and (2) incentives that lead to restrictive placements need to be eliminated. Responses also indicated that reforms are also being driven by the more traditional goals of fiscal accountability, formula simplicity, ensuring adequate service, and equity. Two other important issues cited were rising special education costs and enrollments and the influence of widespread support for more inclusive educational practices on special education finance reform.

Nature of Reforms Underway

To address some of the issues discussed above, States have instituted a variety of fiscal and program reforms. Some States, like California and Oregon, have responded to growing fiscal pressures by capping the growth of special education aid by limiting the number of students eligible for reimbursement (Beales, 1993). To try and remove fiscal incentives for identifying special education students, Massachusetts, Montana, Pennsylvania, and Vermont have revised their State finance formulas to decouple funding from the special education student count. These States now primarily provide funds to districts based on some form of a census-based funding system. With this type of funding arrangement, the amount of State special education aid received by a district is determined by the overall count of students enrolled in the district, rather than the number of students specifically identified for special education services. Such a system breaks the link between funding and local policies that determine how students with disabilities are identified and placed in special education programs.

At the same time, while some States are moving away from the more traditional special education funding approaches, such as pupil weights (see definition and States using this approach in table 5.1), other States are considering adopting them. For example,

Table 5.1 Special Education Finance Reform in the States

State	Current Funding Formula	Basis of Allocation	State Special Education Dollar for Target Population Only	Implemented Reform within Last 5 Years	Considering Major Reform
Alabama	Pupil weights	Placement and condition		√	√
Alaska	Pupil weights	Type of placement			√
Arizona	Pupil weights	Disabling condition			
Arkansas	Pupil weights	Type of placement		√	√
California	Resource-based	Classroom unit			√
Colorado	**Percent reimbursement**	**Allowable costs**	√		√
Connecticut	**Percent reimbursement**	**Actual expenditures**			√
Delaware	**Resource-based**	**Classroom unit**		√	√
Florida	**Pupil weights**	**Disabling condition**			√
Georgia	**Pupil weights**	**Disabling condition**	**For 90% of funds**		
Hawaii	Pupil weights	Placement and condition	√	√	
Idaho	Percent reimbursement	Actual expenditures		√	
Illinois	Resource-based	Allowable costs	√		√
Indiana	Pupil weights	Disabling condition			
Iowa	Pupil weights	Type of placement			√
Kansas	**Resource-based**	**Number of special education staff**	√		√
Kentucky	**Pupil weights**	**Disabling condition**		√	√
Louisiana	**Percent reimbursement**	**Actual expenditures**	√		√
Maine	**Percent reimbursement**	**Allowable costs**			
Maryland	**Flat grant**	**Special education enrollment**	√		
Massachusetts	Flat grant	Total district enrollment		√	
Michigan	Percent reimbursement	Allowable costs			√
Minnesota	Percent reimbursement	Actual expenditures	√	√	
Mississippi	Resource-based	Number of special education staff			√
Missouri	Resource-based	Number of special education staff			√
Montana	**Flat grant**	**Total district enrollment**	√	√	
Nebraska	**Percent reimbursement**	**Allowable costs**	√		√
Nevada	**Resource-based**	**Classroom unit**	√		
New Hampshire	**Pupil weights**	**Type of placement**			√
New Jersey	**Pupil weights**	**Placement and condition**			√

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Table 5.1 (cont'd)

State	Current Funding Formula	Basis of Allocation	State Special Education Dollar for Target Population Only	Implemented Reform within Last 5 Years	Considering Major Reform
New Mexico	Pupil weights	Type of placement			√
New York	Pupil weights	Type of placement			√
North Carolina	Flat grant	Special education enrollment	√		√
North Dakota	Percent reimbursement	Actual expenditures		√	√
Ohio	Resource-based	Classroom unit	√		√
Oklahoma	**Pupil weights**	**Disabling condition**			
Oregon	**Pupil weights**	**Special education enrollment**		√	
Pennsylvania	**Flat grant**	**Total district enrollment**	√	√	
Rhode Island	**Percent reimbursement**	**Actual expenditures**			√
South Carolina	**Pupil weights**	**Disabling condition**	√		√
South Dakota	Percent reimbursement	Allowable costs	√	√	
Tennessee	Resource-based	Classroom unit		√	√
Texas	Pupil weights	Type of placement		√	√
Utah	Pupil weights	Type of placement		√	
Vermont[a]	Flat grant	Total district enrollment		√	
Virginia	**Resource-based**	**Classroom unit**		√	
Washington	**Resource-based**	**Classroom unit**	√		
West Virginia	**Flat grant**	**Special education enrollment**			
Wisconsin	**Percent reimbursement**	**Allowable costs**	√		
Wyoming	**Percent reimbursement**	**Actual expenditures**	√		

[a] Vermont's special education funding formula also contains a substantial percent reimbursement component.

Table Key

Pupil weights	Two or more categories of student-based funding for special programs, expressed as a multiple of regular education aid.
Resource-based	Funding based on allocation of specific education resources (e.g., teachers or classroom units). Classroom units are derived from prescribed staff/student ratios by disabling condition or type of placement.
Percent reimbursement	Funding based on a percentage of allowable or actual expenditures.
Flat grant	A fixed funding amount per student or per unit.

Source: Center for Special Education Finance (CSEF).

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Oregon educators wanted to design a system that could be easily understood, that was placement-neutral, and that would dramatically reduce documentation and paperwork requirements. To these ends, Oregon adopted a single funding weight for all special education students. The per pupil special education allocation is twice that of the per pupil general education allocation.

Interviews conducted by CSEF staff with a broad range of interested persons in Oregon constituents in 1994 indicated a general consensus that the objectives cited above were largely being met by the new formula. However, concerns that a financial incentive still existed to continue to identify special education students up to the State funding limit of 12 percent were sometimes expressed (Montgomery, 1995).

CSEF believes there are some important issues that a State should consider when making decisions about the retention or adoption of a pupil weight funding formula. First, should the amounts of these weights vary by type of placement (as in Iowa), by type of disabling condition (as in Arizona), or should there just be a single weight that applies to all special education students (as in Oregon)? It is the opinion of the CSEF that weights based on placement have the advantage of being more closely linked to actual program cost, but may also create inappropriate financial incentives for more costly, and therefore sometimes more restrictive, placements. Weights based on disability type have the advantage of being placement-neutral (i.e., no financial incentives for one type of placement over another), but are generally not closely linked to variations in the actual costs districts face.

Any pupil weight system will create an incentive to identify students as needing special education services. Some consider this type of incentive to be appropriate, because it is thought to create a better link between State special education aid and the district cost of providing such aid. Others argue that this type of fiscal incentive for identifying additional special education students should be removed. States that agree with the latter argument have adopted the types of census-based funding systems described above.[2]

FISCAL POLICIES THAT FOSTER INCLUSION

CSEF has also examined barriers to inclusion initiatives have often been found in existing special education funding provisions (Parrish, 1994). How can fiscal policies be altered to foster and support inclusive special education services? A set of guidelines, developed by CSEF (Parrish, 1994) for States attempting to revise their special education funding formals to remove incentives for restrictive placements are described below.

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[2] For a more extensive discussion of the incentives and disincentives contained in alternative types of special education funding formulas, see Parrish (1994).

First, fiscal incentives favoring restrictive and separate placements should be removed. Theoretically, this could be achieved under most types of special education funding systems. Even systems in which funding decisions are based on student categories could develop a weighting structure that would foster greater inclusion by assigning larger weights to an array of higher- and lower-cost general education placements. Thus far, however, the States attempting to reduce the number of restrictive placements have tended to implement funding systems that do not base funding decisions on student placement categories.

Second, States must make decisions about the extent to which they wish to encourage private special education placements. Some States may decide that private, as opposed to public, placements are more restrictive under any circumstances and may wish to create fiscal disincentives for their use. Other States may decide that private placements are an integral component of the continuum of available placements for their special education students and that these types of placements should not be discouraged. Regardless of how they view private placements, it is difficult for States to rationalize fiscal incentives *favoring* them. In some States, however, these incentives are clearly in place. Comparable public services may not be available in some States simply because districts have never been allowed to use the State aid they are allotted for private tuition to develop public services.

Third, funding systems should be developed in which funds follow students as they move to less restrictive placements. For example, if funds followed children when they returned to neighborhood schools, savings in transportation costs could offset other types of costs associated with this type of move. Districts may have internal mechanisms for resource allocation in place that support places rather than students. As students move from specialized to neighborhood schools, districts will also need to rethink their internal systems for allocating resources.

Fourth, States could enhance fiscal support for district training. States reporting the most success in fostering more inclusive service systems emphasize the need to support direct training for these types of program interventions. As fiscal disincentives favoring restrictive services are removed, district personnel must be provided with training and assistance in overcoming the many practical difficulties associated with the higher levels of inclusion that may result.

Fifth, States could fund and encourage the use of appropriate interventions for all students. Some argue that service option restrictions result in some students who need intervention services being identified as eligible for special education because that is the only way to provide them with intervention services. State funding systems that actively support alternative interventions for all students will be less likely to lead to special education program placements that are unnecessarily restrictive.

160

STATE-LEVEL COST ANALYSES: KENTUCKY CASE STUDY

The types of special education fiscal policy issues presented in this chapter thus far represent a major element of the overall CSEF research agenda. A second important element of CSEF research is special education cost analysis. Policy makers at all levels of governance sometimes express surprise that more is not known about the costs of special education. As previously mentioned, the last major examination of special education costs across the nation is based on data from the 1985-86 school year (Moore, et al., 1988).

Prior studies were generally consistent with the findings of Moore, et al., who found that per pupil special education costs are approximately 2.3 times that of general education. However, a great deal of change has occurred in education over the past ten years, and CSEF has identified a number of important questions about special education costs that remain unanswered. For example, what are the comparative costs of individual types of special education programs, such as public versus private placements for comparable students? What are the fiscal implications of alternative special education program policies? For example, are general classroom placements in neighborhood schools more or less costly for students with low-incidence disabilities? To what extent, if any, do special education costs exceed revenues, thereby affecting the resources available for students in general education programs?[3]

Unfortunately, existing budgeting and expenditure records are not of much assistance when estimating the actual costs of educational programs. As described by Levin (1983), they generally do not include all of the cost information that is needed, usually are organized by line item rather than by type of program, and due to varying interpretations of cost information and accounting conventions are generally not comparable across districts. As a result, "the costs of any particular intervention are often embedded in a budget that covers a much larger unit of operation" (page 50). This approach to gathering educational cost data focuses on individual classrooms, such personnel measures as numbers of staff and student counts, and such non-personnel resource measures as materials and equipment.[4] The conceptual design for the last major national special education expenditure study, developed by the current CSEF co-directors, was based on this type of resource cost methodology.[5]

A major CSEF research goal is to further develop basic special education cost analysis methodologies and procedures and make them more useful for and applicable to special education policy development. This goal is comprised of three related research objectives. First, it is important to have a better understanding of the types of special education cost questions that local, State, and Federal policy makers need answered, so that solutions address the appropriate questions. Second, more cost-effective methods of data collection need to be developed. One reason more special education cost analyses are not conducted is that they tend to be time-consuming and labor-intensive. Finally, ways to make the best possible use of existing data must be found.

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[3] This latter concern was illustrated in a recent Ohio court case ruling that "non-handicapped children are (also) entitled to equal protection..." Citing the encroachment of special education services on general education funds, the court found "no rational basis for funding the education of non-handicapped students at a funding level based on what remains after funding special education..." (DeRolph v. Ohio, 1994).

[4] For a more thorough discussion of the conceptual underpinnings of this methodology, see Levin's description of the "ingredients" approach (1983), or for discussions and examples of its operationalization, see Chambers and Parrish (1982, 1984, 1993).

[5] Jay Chambers and Tom Parrish, co-directors of CSEF, created the basic design for the last national special education cost study completed by Moore, et al., (1988) under a subcontract to Decision Resources Corporation.

To achieve these three research objectives, which are related to the overall development of enhanced special education cost analysis capabilities, CSEF has formed collaborative arrangements with Kentucky, Oregon, and Massachusetts. CSEF chose these States because they had recently enacted, or were on the verge of enacting, special education finance reform; had specific special education cost-related policy questions to be addressed; and had an interest in forming a relationship with the Center for the purpose of developing an ongoing statewide education cost analysis capacity.

The special education cost analysis projects in Oregon and Massachusetts are currently underway. In the Oregon project, an examination of the costs and benefits of inclusive special education placement practices in a selected group of districts that are actively implementing such policies is under way. In Massachusetts, CSEF is conducting a statewide special education cost analysis of recently enacted special education finance reform.

As an example of the kinds of cost questions that are of interest to States and the information produced through these types of studies, the results of the Kentucky Special Education Finance Study are presented below as a case study. This study was completed in October 1994.

Overview

The Kentucky State legislature mandated this special education cost study. The study's purpose was to review Kentucky's existing approach to special education funding and develop recommendations for a funding mechanism that could be used to achieve the objectives of special education. Special education in Kentucky is currently funded under the auspices of the Kentucky Educational Reform Act (KERA). The study sought to answer the three major research questions below.

- *What does special education cost statewide, and how does this compare with special education revenues? Is special education adequately funded in the State?*
- *Which types of districts exhibit systematic differences in the relationship between expenditures and revenues for special education?*
- *How do the three funding weights currently in use in the State compare with the actual costs of serving these various categories of students?*

Table 5.2 Comparing Statewide Expenditures and Revenues for Special Education

	Total Amount (millions)
Revenues (Federal and State add-on)	$218.8
Expenditures	
Personnel	$204.8
Non-personnel	4.2
Tuition for out-of-district placements	9.5
Total	$218.5
Excess of revenues over expenditures	$ 0.3

Source: Center for Special Education Finance (CSEF).

In order to address these questions, a series of statistical analyses were conducted on a combination of data sets derived from existing State data files and data collection efforts carried out by CSEF staff during the 1993-94 school year. The data gathered by CSEF came from a sample of 63 schools in 17 districts. The districts were stratified according to size and the percentage of children identified as eligible for special education services.

Results

What does special education cost statewide, and how does this compare with special education revenues? Is special education adequately funded in the State?

Total expenditures for special education services in Kentucky were estimated at $218.5 million, compared to total State and Federal funding of $218.8 million (table 5.2). These results suggest that, overall, public school districts in Kentucky are spending approximately the same amount of money on special education as that generated by State and Federal funding.

Determining whether this funding level is adequate requires subjective judgments to be made about the overall quality of services being provided. However, State and Federal revenues appeared to be sufficient to support *current* levels of special education across the State.

CSEF's *best overall estimate* of special education costs versus special education revenues showed a very high degree of alignment statewide ($218.5 million versus $218.8 million). However, because of the difficulty in obtaining accurate information on the cost of non-personnel special education resources, our *upward bound estimate* of statewide expenditures is $247.6 million, which would equal a statewide funding deficit of $28.8 million.

Which types of districts exhibit systematic differences in the relationship between expenditures and revenues for special education?

The data show a fairly wide range of variation in the ratio of expenditures to revenues among districts. The following patterns of variation in the ratio of special education expenditures to revenues were found.

- Districts that identified students as in need of special education at higher rates and that had greater percentages of special education students, at-risk populations, and students in poverty were likely to spend a lower percentage of special education revenues on special education services, such as equipment. Instead, more revenues were spent on transportation and salaries.
- Districts with higher levels of average household income and housing values were more likely to spend a greater percentage of the special education revenues on special education services.

In summary, despite the high degree of parity between special education revenues and costs statewide, considerable differences in the relative degree of alignment across individual types of districts were found. On average, the ratio of expenditures to revenues for special education were *lowest* in districts serving the poorest students and in those showing the highest special education identification rates.

How do the three funding weights currently in use in the State compare with the actual costs of serving these various categories of students?

Table 5.3 presents an approach to comparing the study cost estimates to the State funding weights currently in place. Special education expenditures are based on data collected on samples of special education students. The costs of instruction in the general education program represent a combination of the basic costs of instructional personnel, and is derived from the data CSEF collected at the school and district level. The value in the *estimated weight* column is calculated by subtracting 1 from the ratio of total per pupil special education costs to total per pupil general education costs. In theory, the estimated weight value is what should be used to calculate the *add-on* special education revenues. The KERA weights actually used to calculate the add-on revenues are presented in the last column for the purpose of comparison. Only for the high-incidence special education students are the estimated weights lower than the KERA weights. The overall average estimated weight for the speech or language students is 50 percent more than the current KERA weight, and the weight for the low incidence students is only .22 points (or 9.4% = 100 x .22/2.34) higher.

Table 5.3 The Relationship Between the Costs Per Pupil of Special and Regular Education Personnel[a]

Student Category and Percentage of State Special Education Population	Estimated Total Per Pupil Special Education Cost	Estimated Total Per Pupil General Education Cost	Ratio of Special to General Education Costs	Estimated Weight	KERA Weight
Elementary school					
Speech or language (18.7)	$3,172	$2,398	1.32	0.32	0.24
High incidence (47.7)	$4,756	$2,398	1.98	0.98	1.17
Low incidence (5.3)	$7,511	$2,398	3.13	2.13	2.34
Middle/junior high and high schools					
Speech or language (0.2)	$3,662	$2,250	1.63	0.63	0.24
High incidence (24.9)	$4,579	$2,250	2.04	1.04	1.17
Low incidence (3.2)	$9,468	$2,250	4.21	3.21	2.34
Overall average					
Speech or language (18.9)	$3,177	$2,324	1.37	0.37	0.24
High incidence (72.6)	$4,695	$2,324	2.02	1.02	1.17
Low incidence (8.5)	$8,278	$2,324	3.56	2.56	2.34

[a] The data in this table do not include non-personnel costs (e.g., books, supplies and materials, furnishings and equipment, utilities, travel, fees, and school and district buildings). In addition, the costs of transportation and food services are excluded from these calculations.

Sizable differences between these cost estimates and the revenues generated by the State's current three special education funding categories were also observed. Special education funding weights based on the results of this study suggest that students in the speech or language category were underfunded by approximately 50 percent (0.24 versus 0.37), that high incidence students were overfunded by about 16 percent (1.17 versus 1.02), and that low incidence students were underfunded by about 13 percent (2.34 versus 2.56).

SUMMARY AND IMPLICATIONS

This chapter has provided an overview and summary of the work completed by the Center during its first two years of operation (FY 1993 and FY 1994). During that time, CSEF completed three major projects related to its goal of providing policy makers and administrators at the Federal, State, and local levels with data, analyses, expertise, and opportunities to share information about special education finance issues. These projects were a survey of State educational funding reform trends, formulation of a set of fiscal policy guidelines for inclusion, and a case study of a State-level cost analysis project.

In 1994, CSEF surveyed special education personnel in all 50 States concerning special education reforms that might be taking place in their State. CSEF learned that during the last 5 years, 18 States had implemented some type of fiscal reform, and 29 States were considering major changes. Twenty States were undecided about carrying out any specific reforms at the time of the survey. Respondents identified five major issues driving reform: (1) the need for more flexible ways to provide special education; (2) the need to eliminate incentives that lead to restrictive placements; (3) the fact that reforms are driven by fiscal accountability; (4) rising special education costs and enrollments; (5) the influence of support for more inclusive educational practices.

CSEF has developed a set of guidelines to develop fiscal policies that promote inclusion. They are: (1) remove fiscal incentives that favor restrictive and separate placements, (2) make decisions about the extent to which the State wishes to encourage private special education placements, (3) develop funding systems in which funds follow students as they move to less restrictive placements, (4) enhance fiscal support for district training, and (5) fund and encourage the use of appropriate interventions for all students.

CSEF conducted a special education cost study of Kentucky's approach to special education funding. The study also indicated that, despite a high degree of parity between special education revenues and costs statewide, considerable differences in the relative degree of alignment across individual types of districts were found. On average, total special education expenditures in relation to revenues were lowest in districts serving the poorest students and in the districts showing the highest special education identification rates. Finally, the study indicated that the funding weights currently in use in the State were apparently not aligned with the costs of educating some categories of special education students.

In addition to current research, CSEF also plans to conduct research that can help produce a better understanding of whether various alternative special education fiscal provisions can result in the types of criteria specified for effective special education finance policy, as defined in this chapter. Three major areas of research include how to best:

- finance special education;
- track special education cost and expenditure information; and
- design and implement concepts for tracking the costs and responsibilities of paying for special education services.

In considering the first issue, CSEF might consider what types of funding mechanisms can be developed that will reflect true differences in costs and other circumstances among local districts. These mechanisms would not include too many reporting requirements or overly constrain local flexibility.

As to the second issue, CSEF believes that greater understanding of how much is spent on special education, the specific types of resources that are purchased, and how the resources are used to produce special education services is needed. It also believes that better data about special education resource allocation issues is needed, such as whether one type of program is more costly than another, how alternative program policies affect special education finance, and how special education finance affects other types of educational programs.

As to the third issue, CSEF believes that better special education monitoring and evaluation systems are needed. In its opinion, existing mechanisms almost exclusively adhere to requirements and procedures regarding program provision and resource use. Rather than simply tracking special education funds to determine if they are being spent on services to children in various disability categories, CSEF proposes to collect better information about how much is being spent on specific types of programs and services. In addition, CSEF plans to work on developing better measures of the success of these programs. This would involve data systems that not only determine whether special education funds are being spent properly, but also determine whether they are being spent well.

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CHAPTER 6

ASSISTING STATES AND LOCALITIES IN EDUCATING ALL CHILDREN WITH DISABILITIES

The Individuals with Disabilities Education Act (IDEA) requires States receiving funds under the Act to make a free appropriate public education (FAPE) available to all eligible children with disabilities. As part of its responsibilities under IDEA, the Department must "assess the impact and effectiveness of State and local efforts ... to provide ... free appropriate public education" to children and youth with disabilities (20 U.S.C. §1418(a)(1)-(2)). The U.S. Department of Education, primarily through its Office of Special Education Programs (OSEP), aids State educational agencies and local school districts in implementing the nation's special education mandates by making grants pursuant to Congressional appropriations, and providing monitoring oversight, policy support, and technical assistance.

As noted above, one of OSEP's central roles is to ensure that States fulfill their responsibilities under IDEA. As stated in 34 CFR §300.1, the purpose of Part B is to:

> ensure that all children with disabilities have available to them a free appropriate public education that includes special education and related services to meet their unique needs; to ensure that the rights of children with disabilities and their parents are protected; to assist States and localities to provide for the education of all children with disabilities; and to assess and ensure the effectiveness of efforts to educate those children.

Thus, Congress recognized that specially designed instructional services, procedural protections, financial and informational assistance to educational agencies, and ongoing assessment of system effectiveness were all necessary to meet IDEA's ultimate purpose -- to ensure that all children with disabilities have access to appropriate educational services that will enable them to learn to high standards. Accordingly, IDEA sets forth a number of specific requirements, funding authorities, and other mechanisms for implementing the Act's purpose, and OSEP recognizes that it must use a combination of compliance, funding, technical assistance, dissemination, and other leadership strategies to improve educational results for all children and youth with disabilities.

Part B of the IDEA sets forth very specific requirements for identifying children with disabilities, ages birth through 21, and for providing a free appropriate public education to children with disabilities, ages three through 21. OSEP -- and its customers -- children with disabilities and their families -- and its partners -- LEAs, SEAs, and advocacy groups -- recognize that an effective accountability system is critical to ensure continuous progress in achieving educational results for children with disabilities.

THE FEDERAL PROGRAM REVIEW PROCESS

Each State must meet a number of statutory and regulatory requirements in order to receive Federal financial assistance under the Part B program. Among the most critical are the mandates in 34 CFR §§300.121(a) and 300.600(a) that the State demonstrate to the Secretary that:

- The State has in effect a policy that assures all children with disabilities the right to a free appropriate public education; and
- The State Educational Agency (SEA) shall be responsible for ensuring that the requirements of Part B are carried out and that each educational program for children with disabilities within the State, including each program administered by any other public agency, is under the general supervision of the persons responsible for educational programs for children with disabilities in the SEA and meets the educational standards of the SEA.

To ensure that SEAs are accomplishing their responsibilities consistent with the Part B and Education Department General Administrative Regulations (EDGAR) requirements, OSEP uses a multifaceted program review process that includes the following activities:

- providing technical assistance to States on an ongoing basis regarding legal requirements and best practice strategies for ensuring compliance in a manner that ensures continuous progress in educational results for students with disabilities;
- reviewing State policy and technical assistance documents, SEA monitoring reports regarding LEAs and other public agencies, and other information utilized by an SEA to administer Part B;
- reviewing and approving State Plans;
- conducting compliance monitoring reviews;[1]
- verifying the implementation of corrective action plans (CAPs);
- reviewing, when appropriate, final decisions of SEA complaint resolutions;

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[1] See table 6.1, which summarizes generally the monitoring procedures used by OSEP during the 1993-1994 school year. OSEP has implemented several refinements to these procedures, which are not reflected in Table 6.1, but which are also summarized in this chapter. As summarized in table 6.2, OSEP conducted on-site compliance reviews in 15 entities during the 1993-94 school year and 16 during the 1994-95 school year. As listed in table 6.3, OSEP issued 14 final reports during FY 1994. Requirements for which OSEP included findings in three or more of those final monitoring reports are summarized in table 6.4.

- establishing ongoing communication with SEAs, national and State organizations, parents and advocates, and other constituents; and

- conducting specific issue reviews.

REFINEMENTS TO OSEP'S MONITORING PROCEDURES IMPLEMENTED IN THE 1994-95 SCHOOL YEAR

The Context of Monitoring Refinements

Over the past two years, OSEP has worked -- internally, with other components of the Department, and with its customers -- to reorient and strengthen its monitoring system so that it will -- in conjunction with OSEP's research, innovation, and technical assistance efforts -- serve as an effective vehicle to support systemic reform that will produce better results for students with disabilities, while recognizing the need to continue to look at procedural compliance. In assessing the effectiveness of its current monitoring system and identifying strategies to strengthen that system, OSEP received input from parents and a myriad of groups that advocate for children with disabilities and their families, and from State directors of special education and monitoring personnel. OSEP also used data from the National Longitudinal Transition Study (NLTS) and other research regarding learner results and systemic reform to inform its assessment of and refinements to its system for ensuring accountability.

Based upon information from all of the sources described above, together with ongoing formal and informal dialogue with State educational agencies, advocacy groups, and other OSERS and Department staff, OSEP identified essential characteristics of a strong accountability system, including the following.

(1) Strong and diverse customer input in the monitoring process.

(2) Effective methods for ensuring compliance with Part B and related Federal requirements, with strongest emphasis on those requirements that relate most directly to continuous improvement in learner results (e.g., those requirements that relate most directly to access to challenging curriculum, effective education together with students who do not have disabilities, preparation for work, etc.).

(3) Prompt identification and correction of deficiencies.

(4) Corrective action requirements and strategies that will yield improved access and results for students, rather than simple "paper compliance."

Table 6.1 summarizes the monitoring procedures that OSEP implemented during the 1993-1994 school year; with the exception of eliminating the step of issuing a separate draft monitoring report, OSEP continued to implement those basic procedures during the 1994-95 school year. However, the ways in which these procedures are being implemented have been refined for the 1994-95 school year. OSEP anticipates that these changes will be the beginning of a process of further refining its monitoring system over the next several years.

The Focus of Monitoring

The NLTS identified several factors that are strong predictors of postschool success in living independently, obtaining employment, and earning higher wages for youth with disabilities. These factors include: high school completion, participation in regular education with appropriate supplementary aids and services, and access to secondary vocational education, including work experience.

OSEP recognizes that while all IDEA requirements are important, some of its requirements have a more direct relationship to student results than others. OSEP appreciates the importance of focusing monitoring activities on the requirements with the most direct relationship with student results, and on emphasizing those requirements in the corrective action process. OSEP understands that primary responsibility for each State's compliance with IDEA lies with the State, rather than with OSEP, and that parents must have access to effective systems for ensuring compliance. It is, therefore, critical that OSEP's monitoring system also focus on each State's systems for general supervision.

OSEP is, therefore, focusing its compliance reviews on the requirements with the strongest link to results and general supervision. These requirements include:

1. Students with disabilities must have access to the full range of programs and services available to nondisabled children (and the supports and services that they need to learn effectively in those programs), including regular and vocational education programs and curricula and work-experience programs;

2. Individualized education programs (IEPs) must include a statement of needed transition services for students with disabilities beginning no later than age 16 (and younger if determined appropriate);

3. Children with disabilities must be educated in the regular education environment, unless their education cannot -- with the use of supplementary aids and services -- be achieved satisfactorily without removal from the regular education environment. A continuum of alternative placements, as described in the Part B regulations, must be available to meet the needs of children with disabilities for special education and

related services and to the extent necessary to implement the IEP for each child with a disability; and

4. Each State must use its systems for general supervision, including its complaint management and due process hearing systems, to ensure that all public agencies comply with the requirements of Part B, including those emphasized above, in providing services to students with disabilities.

Monitoring Procedures

1. **Customer Input and Involvement**

   a. During the Pre-site Phase of the Monitoring Review

      (1) Monitoring Schedule

      OSEP has begun sending a schedule of all monitoring visits that will occur during the next school year to a wide range of national organizations that advocate on behalf of students with disabilities and their families. Having this schedule enables these organizations to assist local advocacy groups and parents of children with disabilities in the affected States in maximizing their input to OSEP regarding appropriate issue foci, sites to visit, and data sources for each State.

      (2) Public Meetings

      As part of its monitoring review of each State, OSEP conducts one or more public meetings. These meetings give parents, parent and student advocates, educators, and other interested individuals and groups an opportunity to provide information to OSEP that will help determine the issues upon which the monitoring review should focus and the sites in which data should be collected to make compliance determinations. OSEP mails a letter to parent and other advocacy organizations within each State, informing them of the upcoming public meetings and on-site visit to the State, and inviting them to provide input to OSEP (through the public meetings, written comments, and telephone conversations) regarding appropriate issue foci, sites to visit, and data sources.

      OSEP strengthened the public meeting process in two key ways:

      (a) Issues Addressed

      OSEP revised the letters it uses to announce the public meetings. These letters now invite input regarding systemic noncompliance and suggested corrective actions. Interested parties are specifically asked to address concerns and suggest corrective actions regarding the following monitoring foci:

(i) Factors that may affect placement, such as the State's funding system for special education;

(ii) Access to regular education curricula and programs, including vocational education, and to supports and modifications to enable students with disabilities to learn effectively in regular education environments;

(iii) The development and implementation of needed transition services, including vocational education and work experience;

(iv) Discipline procedures, including suspension and expulsion;

(v) Disproportionate placement of students, including students from minority backgrounds, in inappropriately restrictive placements; and

(vi) Exemplary State and local educational programs and practices that impact students with disabilities.

(b) Groups Invited

OSEP continues to invite comments at public meetings and written comments from such groups as the State's Parent Training and Information center(s) (PTI centers), the State's Protection and Advocacy agency for persons with developmental disabilities and mental illness (P & A), and other agencies that advocate for children and youth with disabilities and their parents. OSEP broadened the groups invited to include such groups as the State Special Education Advisory Panel (SEAP), Independent Living Centers (ILCs), organizations that represent specific ethnic or language minorities, and organizations that represent teachers, administrators, and school boards.

(3) Outreach Meetings

The participation of individuals and groups representing a broad range of perspectives in the public meeting and written comment processes has greatly assisted OSEP in preparing for the "on-site" components of the monitoring process. OSEP noted, however, that dialogue is difficult, if not impossible, in the public meeting format (in which a large number of individuals and organizations wish to provide comments in a limited period of time). OSEP began, therefore, to invite groups such as the PTI center(s), P & A, SEAP, and ILCs to outreach meetings in which OSEP can meet with representatives of these groups in a smaller, more interactive group process to receive more comprehensive information. The State's director of special education is also invited to these meetings, so that the State can also benefit from the information provided and questions raised.

(4) OSEP receives a number of "complaint" letters in which parents and other individuals and groups raise allegations that the State educational agency or a local educational agency has acted in a manner inconsistent with the Part B requirements. (OSEP refers these letters to the State for resolution under the State's Part B complaint procedures.) OSEP also receives a number of letters requesting that the Secretary review decisions made by the State educational agency on such complaints.

These complaints and requests for Secretarial review, and the State's response to the complaints that it receives, are a very rich source of information regarding compliance issues and the manner in which the State exercises its responsibility for general supervision of all educational programs for students with disabilities administered within the State. OSEP implemented more systematic procedures for reviewing and analyzing these letters and related materials as part of its process for identifying appropriate issue foci, sites to visit, and data sources for the on-site visit to each State.

b. During the On-site Phase of the Monitoring Review

(1) OSEP began to conduct a parent "focus group" in at least one of the public agencies that it visits as part of our data collection procedures in each State. The purpose of these focus groups is to give parents an opportunity to inform OSEP of their experiences in the development and implementation of an educational program and placement for their children with disabilities.

OSEP invites parents to these meetings from a list of parents of children with disabilities provided by the local educational agency; depending upon State- or district-specific issues or concerns, OSEP may choose to invite parents whose children fall into a specific category (e.g., parents from an ethnic or language minority if placement practices appear to have a disproportional impact on such students, parents of students over the age of sixteen if transition services is a particularly strong concern, etc.).

(2) OSEP may also contact parents who have filed complaints as part of its data collection to determine the effectiveness of the State's procedures for resolving complaints.

c. During the Post-site Phase of the Compliance Review

(1) As described in greater detail below, OSEP began during the 1994-1995 school year to use a more interactive process to develop the corrective action plan component of its monitoring reports. OSEP invites the State educational agency and the Chairperson of the State's SEAP to participate in a meeting or conference call to identify specific corrective action requirements and strategies that will ensure timely compliance and support the State's systemic reform efforts and continuous improvement in student results.

(2) OSEP provides a copy of its monitoring report and the agreed-upon corrective action plan to all individuals and organizations that request copies.

2. Timely Identification and Correction of Deficiencies

a. Expedited Procedures for Final Monitoring Reports

For monitoring visits prior to the 1994-95 school year, OSEP issued separate draft and final monitoring reports. OSEP and many of our customers were concerned that the issuance of a draft report, followed by 30 to 60 days for the State to respond, then a further period of time for OSEP to analyze the State's response and prepare the final report, resulted in unnecessary delays in the initiation and completion of needed corrective actions. As OSEP strengthened its procedures for ensuring that its draft reports are accurate and clear, it noted that very few significant changes occurred in findings and corrective actions from draft to final reports, further underlining the widespread recognition that the issuance of draft reports was unnecessarily delaying corrective action and attendant systemic reform.

Beginning with the 1994-95 monitoring cycle, OSEP no longer issued separate draft and final reports. Instead, OSEP now issues a single final monitoring report to the Chief State School Officer and the State director of special education. The State has 15 calendar days from the date on which it receives the OSEP report within which to submit a letter to the OSEP director documenting any instances in the report in which a finding is without legal and/or factual support. Should OSEP find it necessary to delete or revise a finding, a letter setting forth the deletion or revision would be appended as a part of the official report.

b. "Follow-up Visits" to Determine Effectiveness of Corrective Actions

OSEP conducted a pilot "follow-up" visit during the 1993-1994 school year and three follow-up visits during the 1994-95 school year. The purpose of these focused visits, the majority of which were scheduled within twelve to twenty-four months after the State has received its final monitoring report, has been to determine the extent to which the State has effectively implemented selected components of the agreed-upon corrective action plan.

3. Corrective Action Requirements and Strategies Yielding Improved Access and Results for Students

In the past, each OSEP monitoring report has included a corrective action plan developed by OSEP with limited dialogue with the State. OSEP recognizes that to better ensure that corrective actions positively impact student results in a State, it is important to include the State in the development of the corrective action requirements and to integrate technical assistance with the development, implementation, and evaluation of the corrective actions. During the 1994-95 school year, OSEP implemented the following revised procedures for the development of a corrective action plan to address findings of noncompliance.

a. Each report has set forth parameters for the development of a corrective action plan. These parameters specify the relevant Federal requirement(s) and expected results of corrective action for each finding. The extent to which the report prescribes the specific steps that the State must follow to ensure correction, and specific timelines for each step, depends upon a configuration of factors, including the severity of the findings, and the persistence of the identified noncompliance (including whether the same violations were identified in a previous monitoring report).

b. The cover letter to each report has also invited the State to meet with OSEP (here in Washington or through a conference telephone conversation) to establish more specific steps and timelines for the corrective action plan. OSEP has also invited the chairperson of the State's Special Education Advisory Panel to participate in the meeting or conference call, and encouraged the State to invite additional resource people, such as Regional Resource Center staff, who could assist in the development of the corrective action plan.

The cover letter to the report has also informed the State that the corrective action plan must be developed within 45 days of the State's receipt of the report. OSEP has also informed each State that a if corrective action plan were not jointly developed within 45 days, OSEP would unilaterally develop a detailed corrective action plan for the State. (As appropriate, monitoring staff have consulted with other OSEP staff who are knowledgeable about technical assistance resources, including systems change initiatives, research and dissemination projects, Regional Resource Centers and other technical assistance centers, etc.) In the meeting with the State, OSEP has identified resources that could assist OSEP and the State in the development of a corrective action plan, and the State in the implementation of a plan, in a manner that will ensure compliance and support systemic reform that will result in improved student results.

SUMMARY AND IMPLICATIONS

OSEP and its customers recognize that an effective accountability system is critical to ensure continuous progress in achieving educational results for children with disabilities. Over the past two years, OSEP has worked -- internally, with other components of the Department, and with its customers -- to reorient and strengthen its accountability system so that it will -- in conjunction with OSEP's research, innovation, and technical assistance efforts -- serve as an effective vehicle to support systemic reform that will produce better results for students with disabilities, while recognizing the need to continue to look at procedural compliance.

To this end, in the 1994-95 school year OSEP refocused its monitoring procedures to place emphasis on those requirements that relate most directly to improving student results. Further, OSEP has sought and used broad public input in the monitoring process, has worked closely with States to ensure corrective action that results in legal compliance and improved results for students, and has continued to provide extensive technical assistance to States to assist them in meeting the requirements of Part B in a manner that supports improved results for students.

Table 6.1 Typical Steps in On-Site Monitoring Reviews

Step	Specific Activities
Step 1: Select and inform States that OSEP will monitor during following school year	• Select States that OSEP will monitor during the following school year. (Under the current schedule, OSEP visits approximately 15 States each school year.) • In the spring, inform States that will be monitored the following school year.
Step 2: Conduct monitoring academy and arrange visit dates	• In the spring, conduct monitoring academy for States that OSEP will monitor the following year. SEA staff and representatives from Parent Training and Information Projects are invited to participate. • At the time of the academy or shortly thereafter, arrange dates with each State for public meeting/pre-site visit and on-site visit. Issue memo to national organizations informing them of dates for pre-site public meetings and on-site visits.
Step 3: Conduct public meeting/pre-site visit	• Send written notice to SEA and to State and national advocacy organizations to inform them of upcoming compliance review and the purpose, schedule, and location of public meetings, and to invite their oral or written comments. • Conduct public meetings to gather input from interested organizations and individuals regarding appropriate issues and geographical focuses of OSEP compliance review. • While in State for public meetings, meet with SEA officials to plan on-site visit, to collect data regarding State systems for general supervision, and to collect other information to assist in identifying appropriate issues and geographical focuses for OSEP compliance review.
Step 4: Plan on-site data collection procedures	• After return from pre-site visit, continue to receive (and, if appropriate, solicit) written and telephone comments to assist in identifying appropriate issues and geographical focuses for OSEP compliance review. • Analyze and synthesize information from the public meetings and other comment sources; pre-site meetings with SEA; SEA documents (including State plan, monitoring and LEA application review documents, placement data, funding formulas, etc.); previous OSEP monitoring report(s) and related CAP documents; and other relevant information. • Use information from public input, preliminary interviews of State officials, and review of State Plan and other documents, to determine appropriate focuses for compliance review, to design data collection and verification strategies and forms, and to select State agencies and LEAs to be visited to collect data regarding the effectiveness of SEA's systems for general supervision.

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Table 6.1 (cont'd)

Step	Specific Activities
Step 5: Conduct on-site review	• Interview SEA officials and review SEA documents to complete collection of data regarding SEA's systems for general supervision. • Interview officials from other State agencies that provide educational and/or residential services to students with disabilities, to determine whether the educational programs for such students are under the general supervision of the SEA and meet the requirements of Part B and the standards of the SEA. • Collect data in a number of public agencies, including local educational agencies, to determine effectiveness of SEA's systems for general supervision. (Data collection methods include reviewing student records and interviewing agency administrators, teachers, related service providers, and parents.) • Note exemplary programs and practices. • Summarize preliminary findings in exit conference with SEA officials.
Step 6: Analyze data and prepare draft report	• Analyze and synthesize data collected from all sources to determine areas of noncompliance. • Prepare report that identifies legal requirements, findings of noncompliance, data that support each finding, and results expected from the corrective actions. • Issue draft report to the SEA, informing State that it has 30 days to respond in writing to accuracy and completeness of the draft report.
Step 7: Analyze State response to draft report and develop final report	• Analyze State's response to draft report and review OSEP data that support any challenged findings. • Revise report, if needed to ensure accuracy and completeness. • Issue final report to State and disseminate to public.
Step 8: Develop corrective action plan	• Assist State, as needed, in developing its preliminary corrective action plan (CAP) to be presented to OSEP. • Agree on a CAP, including activities, timelines and needed resources, using the State's preliminary CAP as the basis. This will be done in a meeting or conference call with representatives from the SEA, the State Advisory Panel and OSEP staff.
Step 9: Review State documentation of corrective action	• Review State's corrective action products and procedures, as submitted. • Document completion of State's CAP.

Source: U.S. Department of Education Program, Office of Special Education Programs, Division of Assistance to the States.

Table 6.2 Schedule of On-Site Monitoring Reviews

1993-94 Monitoring Visits	1994-95 Monitoring Visits
Utah (9/93)	Idaho (9/94)
Bureau of Indian Affairs (9/93)	Minnesota (9/94)
Michigan (9/93)	Ohio (9/94)
Wisconsin (10/93)	Arkansas (10/94)
New York (10/93)	Massachusetts (10/94)
New Mexico (11/93)	Delaware (12/94)
North Dakota (12/93)	Hawaii (1/95)
Connecticut (12/93)	California (1/95)
Washington (1/94)	Louisiana (3/95)
Arizona (1/94)	Puerto Rico (3/95)
South Dakota (3/94)	South Carolina (3/95)
Wyoming (4/94)	North Carolina (5/95)
Montana (4/94)	Virginia (5/95)
New Hampshire (4/94)	Maryland (5/95)
Iowa (4/94)	Illinois (5/95)
	Pre-College Programs of Gallaudet University (5/95)

Source: U.S. Department of Education, Office of Special Education Programs, Division of Assistance to the States.

Table 6.3 Final Monitoring Reports Issued During FY 1994

State	Date Issued
Oregon	11/93
Nebraska	11/93
Florida	11/93
Tennessee	12/93
Alaska	1/94
West Virginia	2/94
District of Columbia	2/94
Pennsylvania	3/94
New Jersey	5/94
Bureau of Indian Affairs	5/94
North Dakota	5/94
South Dakota	6/94
Maine	8/94
New York	8/94

Source: U.S. Department of Education, Office of Special Education Programs, Division of Assistance to the States.

Table 6.4 Summary of Findings in Final Monitoring Reports Issued During FY 1994

INDIVIDUALIZED EDUCATION PROGRAMS (IEPS)	**§300.343(a) and (d)** – Public agencies must conduct meetings to develop, review and revise IEPs for all students with disabilities. **§300.344(a)(1)** – Agency representative must participate in each IEP meeting. **§300.345(b)(1)** – Notification to parents of IEP meetings must indicate purpose, time, and location of meeting and who will be in attendance. **§300.345(d)** – If public agency unable to convince parents to attend IEP meeting, public agency must have record of its attempts to arrange a mutually agreed on time and place. **§300.346(a)** – Each IEP must include: (1) A statement of child's present levels of educational performance; (2) Annual goals, including short-term instructional objectives; (3) Statement of specific special education and related services to be provided to child and extent child will be able to participate in regular educational programs; (4) Projected dates for initiation and anticipated duration of services; and (5) Appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the short term instructional objectives are being achieved. **§300.346(b)** – Beginning no later than age 16 (and at a younger age, if determined appropriate), each child's IEP must include statement of needed transition services as defined at §300.18.
PLACEMENT IN THE LEAST RESTRICTIVE ENVIRONMENT	**§300.550(b)(2)** – Child may be removed from regular educational environment only if education in regular classes cannot be achieved satisfactorily with use of supplementary aids and services. **§§300.551(a) and 300.552(b)** – Continuum of alternative placements must be available to meet children's needs for special education and related services and to implement each child's IEP. **§300.552(a)(1)** – Each child's placement must be determined at least annually. **§300.552(a)(2)** -- Each child's educational placement must be based on IEP. **§§300.552(a)(3) AND 300.552(c)** – Each child's educational placement must be as close as possible to the child's home, and, unless child's IEP requires some other arrangement, in school child would attend if not disabled. **§300.553** – Each child with a disability must participate in nonacademic and extracurricular services and activities with nondisabled children to maximum extent appropriate to child's needs. **§300.533(a)(3)** – Placement decision for each child with a disability must be made by group of persons, including persons knowledgeable about child, meaning of evaluation data, and placement options.
PROTECTION IN EVALUATION PROCEDURES	**§300.534(b)** – Each child with a disability must be evaluated, consistent with requirements of §300.532, every three years, or more frequently if conditions warrant or the child's parent or teacher requests an evaluation.

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Table 6.4 (cont'd)

PROCEDURAL SAFEGUARDS	**§300.501 – Public agencies must establish and implement procedural safeguards consistent with §§300.500-300.515 and §§300.562-300.569.** **§300.504(a)** Public agencies must provide parents with written notice when they propose or refuse to initiate or change identification, evaluation, educational placement, or provision of free appropriate public education. **§300.505(a)** – Notice under §300.504 must include: (1) Full explanation of procedural safeguards; (2) Description of action proposed or refused, explanation of why agency proposes or refuses to take action, and description of any options agency considered and why options rejected; (3) Description of each evaluation procedure, test, record, or report the agency uses as basis for proposal or refusal; and (4) Description of any other factors relevant to agency's proposal or refusal. **§300.512(a), (b), and (c)** – Final decision must be reached and mailed to parties not later than 45 days after receipt of request for hearing, and not later than 30 days after receipt of request for review, unless hearing or reviewing officer grants specific extension at request of party.
COMPLAINT MANAGEMENT	**§300.660(a)** – SEA must resolve any signed written complaint that alleges public agency violated Part B requirement and includes facts on which complaint based. **§300.661(a)** – SEA must resolve Part B complaints within 60 days from date received, unless exceptional circumstances exist with regard to individual complaint.
PROVISION OF A FREE APPROPRIATE PUBLIC EDUCATION (FAPE)	**§300.300** – Student must receive extended school year services if necessary to ensure provision of FAPE. **§§300.300 AND 300.350** – IEP must accurately specify what, if any, related services student needs to benefit from special education, and those services must be provided as specified in IEP. **§§300.300, 300.128, and 300.220** – Provision of FAPE must not be denied or delayed because agency fails to conduct timely preplacement evaluation.
GENERAL SUPERVISION	**§300.600(a)(2)** – SEA responsible for ensuring that each educational program for children with disabilities administered in State, including each program administered by any other public agency, under SEA's general supervision and meets SEA's education standards.
REVIEW AND APPROVAL OF LOCAL EDUCATIONAL AGENCY (LEA) APPLICATIONS	**§76.400** – State may approve LEA application for Part B funds only if it meets all Part B, EDGAR, and GEPA requirements. **§76.770** – State must have procedures for providing technical assistance to grantees to ensure applications meet applicable regulations and statutes.
SEA MONITORING	**20 USC §1232(b)(3)(A)** – SEA must adopt and use effective methods to identify deficiencies of public agencies that provide educational services to children with disabilities. **20 USC §1232(b)(3)(E)** – SEA must adopt and use effective methods to correct deficiencies identified through the monitoring process.

Source: U.S. Department of Education, Office of Special Education Programs, Division of Assistance to the States.

CHAPTER 7

SERVING STUDENTS WITH DISABILITIES IN RURAL AREAS

Special educators and administrators in rural areas face unique challenges in providing a free appropriate public education to students with disabilities, as required by the Individuals with Disabilities Education Act (IDEA). Addressing these challenges successfully may have a lasting impact on the ability of students with disabilities in rural areas to obtain positive in-school and post-school outcomes.

Due to the diversity among rural areas, programs tailored to particular types of rural communities may be more effective than generalized programs. Bender et al. (1985) described seven different types of rural communities differentiated by economic base, population characteristics, and the presence of Federally-owned land. These communities include: those primarily dependent on farming, manufacturing, or mining; those specializing in government functions; those in persistent poverty; those composed mainly of Federal land; and those whose population includes large numbers of retirees. Even rural communities with similar population numbers, densities, and the like, vary tremendously because of the variety of subcultures they contain.

DEFINING RURAL SCHOOL DISTRICTS AND SCHOOLS

The lack of a clear, widely accepted definition of "rural" has impeded research in the field of rural education. It is necessary to define what areas are rural in order to determine the number of students residing in rural areas, and to describe the characteristics of educational programs for students with disabilities in rural areas. When defining the term rural, population density and remoteness are essential considerations because these factors strongly influence school organization, availability of resources, and economic and social conditions.

The U.S. Census Bureau defines a rural area as one that is not urban. "Urban" is defined as either an urbanized area or places with populations of 2,500 or more outside urbanized areas. An urbanized area includes places and their adjacent densely settled surrounding territory that together have a minimum population of 50,000 (U.S. Department of Commerce, 1992).

Similarly, the Census Bureau defines non-metropolitan counties as those outside metropolitan areas. Metropolitan areas are either (1) those central counties of a large city (population of 50,000 or more) and the outlying counties that have close economic and social ties to the central city, or (2) a Census-defined urbanized area and a total central county population of at least 100,000 (75,000 in New England) (U.S. Department of Commerce, 1992). This 1990 definition differs from the 1980 one, which did not specify Census-defined urbanized areas with a total population of 100,000 as metropolitan areas.

Because the geographic size of the areas or counties in the Census Bureau classifications may be relatively large, rural and non-rural territories may be included in any single area or county classified as urban on the basis of its population. In addition, school district lines may cross county lines, making it difficult to classify districts that straddle rural and non-rural counties.

The Common Core of Data (CCD)[1] Public Agency file contains information on school districts across the country, including a metropolitan/non-metropolitan code. However, the metropolitan status code assignment is based on the county in which the district office is located. As stated previously, non-metropolitan counties, as defined by the Census Bureau, include all those counties outside metropolitan areas. Because the size of the counties classified under this Census Bureau scheme may be large, rural and non-rural territories may be included in a single county or school district.

The CCD Public School Universe file contains information for each public elementary and secondary school in the country. Locale code assignments are based on the school building mailing address. Rural is defined as a place with less than 2,500 people or a place with a ZIP code designated as rural by the Census Bureau. The locale codes used in the CCD Public School Universe file classify schools more specifically than the CCD Public Agency file because the school codes are tied to a place (related to the school mailing address) rather than a county.

To classify the rural/non-rural status of school districts more precisely, Elder (1992) has created a district-level file that uses locale codes from the CCD Public School Universe file. Because districts may contain rural and non-rural schools, one way to classify districts as rural or non-rural is to examine the percentage of the districts' students that attend rural schools (as recorded in the CCD Public School Universe file). The 1990 data suggest that, based on the types of schools students attend, most districts are either all rural (43 percent) or all non-rural (47 percent). Ten percent of the districts include both rural and non-rural schools.

To classify these mixed rural/non-rural districts as either rural or non-rural, Elder (1992) set a 75 percent cutoff. If the percentage of students in a district attending rural schools is 75 percent or more, the district is classified as rural. Ninety percent of these mixed rural/non-rural districts have less than 75 percent of their students attending rural schools, while 10 percent have over 75 percent in rural schools. Based on this adjustment, 44 percent of all districts are rural. During the 1989-90 school year, 22,412 regular public schools were located in rural areas, or about 28 percent of all regular public schools in the U.S.

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[1] The Common Core of Data (CCD) survey collects information on elementary and secondary public education in the U.S. Data are collected annually from the 50 states, the District of Columbia, and Outlying Areas. A total of 57 State-level educational agencies report information on staff and students for approximately 85,000 public schools and about 15,400 local educational agencies. Information about revenues and expenditures is also collected at the State level (NCES, 1993a).

Data from the Schools and Staffing Survey (SASS)[2] suggest slightly lower figures for the 1990-91 school year. An estimated 21,701, or 27 percent, of all public schools were located in rural areas, as defined by the U.S. Census Bureau.

NUMBER AND CHARACTERISTICS OF STUDENTS WITH DISABILITIES IN RURAL DISTRICTS

To describe the population of students with disabilities in rural school districts, data from the CCD Public School Universe File were used to designate districts as rural or non-rural. The resulting file was merged with data from the 1990 Office for Civil Rights Elementary and Secondary School Survey.[3] Together, the data describe rural and non-rural school districts in terms of the disabilities and English proficiency of their students with disabilities during the 1990-91 school year.[4] Also presented in this section are data comparing rural and non-rural areas in terms of socioeconomic status.

Disabilities

The data presented in table 7.1 indicate that rural and non-rural districts serve very similar percentages of students with disabilities. The overall percentage of students served in rural and non-rural districts is similar, as is the distribution across disability categories.

According to the SASS data for the 1990-91 school year, public schools in rural areas served an estimated 497,000 students in special education programs. The Office for Civil Rights Elementary and Secondary School Survey, used in conjunction with the CCD Public School Universe File, produced a similar estimate of 475,510. Slight differences between the two surveys may be due to the different criteria used to define rural schools and school districts.

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[2] The Schools and Staffing Survey (SASS) is an integrated mail survey that provides information on teacher supply and demand, the composition of the administrator and teacher work force, and the status of teaching and schooling generally. SASS has four main components: the Teacher Demand Shortage Survey, the School Administrator Survey, the School Survey, and the Teacher Survey. Respondents include school teachers, school principals, and school district administrators. In 1990-91, some 12,958 schools (public and private) and administrators and 65,217 teachers were selected for participation (NCES, 1993b).

[3] The Office for Civil Rights (OCR) Elementary and Secondary School Survey collects data on the characteristics of students enrolled in public schools across the country. Public school districts and the schools within those districts are surveyed to generate State and national estimates of the number of students identified as having speech impairments, learning disabilities, educable mental retardation, trainable mental retardation, serious emotional disturbance, hearing impairments, orthopedic impairments, other health impairments, deaf-blindness, and multiple disabilities. Other student characteristics, such as ethnicity, gender, and English language proficiency are also included in the file. The 1990 survey included the 100 largest public school districts, those of special interest (i.e., court order, compliance review), and a stratified random sample of approximately 3,500 districts representing 40,000 schools (NCES, 1993a).

[4] Disability definitions used by OCR are consistent with those used by the Office of Special Education and Rehabilitative Services, with the exception of the subcategories for students with mental retardation.

Table 7.1 Estimated Number and Percentage of Students with Disabilities in Rural and Non-Rural School Districts During the 1990-91 School Year

Disability	Rural		Non-Rural	
	Number	Percent	Number	Percent
Mental retardation	55,061	1.25	495,094	1.36
Hearing impairment	4,587	0.11	40,541	0.11
Speech/language impairment	131,319	2.98	940,762	2.59
Visual impairment	1,710	0.04	16,603	0.05
Serious emotional disturbance	25,588	0.58	245,249	0.67
Orthopedic impairment	3,484	0.08	41,221	0.11
Other health impairment	5,104	0.12	47,189	0.13
Specific learning disability	243,269	5.52	1,724,647	4.75
Deaf-blindness	97	0.00	1,152	0.00
Multiple impairments	5,291	0.12	81,011	0.22
All disabilities	475,510	10.80	3,633,469[a/]	10.0

[a/] The total number of students with disabilities in non-rural districts equals the sum of students reported in each disability category. Some districts reported different figures for 1) the total number of students, and 2) the number of students by disability. As a result, the figure presented is larger than the State-reported total number of students with disabilities in non-rural areas by 60,768 students.

Source: The 1990 Office for Civil Rights Elementary and Secondary School Survey and the 1990 Common Core of Data Public School Universe File. Data is for students pre-kindergarten through grade 12.

Socioeconomic Status

Rural school districts serve a larger percentage of children living in poverty than non-rural districts. Because socioeconomic status, educational levels, and family structure have been shown to be related to academic achievement (Laosa; Brown; Carter and Segura; Duran; Henderson; Lambert; NCES; and Rosenthal, Baker, and Ginsburg in Young et al., 1986), poverty levels may affect the need for educational services. A recent Children's Defense Fund report (Sherman, 1992) indicates that 22.9 percent of rural children live in poverty, compared to 20.6 percent of all American children and 20 percent of non-rural children. The report also reveals that 41 percent of poor rural children live in "extreme poverty," defined as a family income below 50 percent of the Federal poverty threshold.

Rural districts are also more likely than non-rural districts to serve children who live in poverty for long periods of time. Data from the University of Michigan's Panel Study of Income Dynamics indicate that rural children who become poor are more likely than urban children to remain poor for at least three years (Sherman, 1992).

In a study examining differences between rural and urban school districts in a midwestern State, Capper (1990) noted that in the lower-income rural and small-town communities, community expectations for student achievement varied according to the degree of poverty and relative population sparsity. That is, the lower the income level and the more rural the community, the lower the expectations teachers had for students (Capper, 1990).

Data from the National Longitudinal Transition Study indicate that rural counties had higher rates of unemployment than urban or suburban counties. Whereas the unemployment rate in rural counties was over 9 percent, the rate in urban and suburban counties was 7 percent (Valdes et al., 1990).

Limited English Proficiency

While rural areas have fewer students with limited English proficiency than do urban areas, providing services for language minority-limited English proficient (LM-LEP) students with disabilities may be especially challenging in areas with limited access to specially trained staff. The 1990 Office for Civil Rights Elementary and Secondary School Survey estimates that 28,831 students with disabilities in rural districts required language assistance in addition to special education services to benefit from classroom instruction. This represents 1.2 percent of all students with disabilities in rural districts. In comparison, 2.3 percent of all students with disabilities in non-rural districts require language assistance.[5]

FACTORS ASSOCIATED WITH THE PROVISION OF SPECIAL EDUCATION TO STUDENTS WITH DISABILITIES IN RURAL DISTRICTS

Rural school districts face many challenges in meeting the needs of all their students, including students with disabilities. Research indicates that very small districts, those with 200-300 students, spend more per pupil than larger districts. This occurs because a school board, superintendent, principal, faculty, and equipment are needed no matter how small the district, and because low enrollment districts are likely to occur in sparsely populated areas that require more costly transportation (Walberg and Fowler in Hobbs, 1988). These costly administrative expenditures increase the per pupil cost while simultaneously reducing the funds available for education and education services, such as an expanded curriculum or specialized teachers.

A 1990 survey of superintendents and business managers of small rural school districts identified rural location and small size as negative effects on education because of:

- isolation imposed by terrain and distance;
- declining economies in many rural areas (including high rates of poverty and unemployment);

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[5] Detailed information on special education services for LM-LEP students with disabilities appeared in the Fifteenth Annual Report to Congress (U.S. Department of Education, 1993).

- the financial burden of Federal and State-mandated but underfunded or unfunded programs;
- reduced community value placed on formal education; and
- inappropriate and/or poor fiscal management practices (Freitas, 1992).

A recent communication panel convened by the National Association of State Directors of Special Education (NASDSE) consisting of special education directors from eight rural States agreed that these are the most prevalent issues in providing programs and services for students with disabilities living in rural areas. Other issues were rural district's inability to compete in the teacher job market; limited opportunities for in-service training or preservice training specifically designed for special educators in rural areas; crime, violence, and drug abuse; and limited curricular offerings due to small district size. However, of the eight panel members, five identified personnel recruitment and retention as the most critical issue facing their States. They recommended various financial solutions for improving special education for students with disabilities in rural areas. These include increased teacher salaries, funding for technology and materials in rural areas, and federally funded grants to rural areas (Hicks, 1994).

The geographic isolation common to rural districts can impede every aspect of the special education process -- identification and assessment, service delivery, and availability of adequate personnel.

Factors Affecting Identification and Assessment in Rural Areas

A 1986 survey of school psychologists in rural areas of California, Georgia, Indiana, and Iowa examined challenges to effective assessment in rural settings. Among the major challenges school psychologists identified were difficulty finding psychometrically adequate measures of adaptive behavior, heavy caseloads, and travel demands. The psychologists felt that heavy caseloads and travel demands reduced the time available to perform the comprehensive evaluations required by IDEA (Huebner et al., 1986).

IDEA requires that States must assure that testing and evaluation materials and procedures used to determine placement of students in special education programs are non-discriminatory. However, many standardized tests have limited capacity to assess the abilities of children from minority backgrounds, including students from rural areas. Hilton (1991) indicates that the culturally biased nature of many standardized tests may lead to low test performance among students with primarily rural life experiences and students from rural cultures.

In a study of 214 rural children from middle-class farm homes and 214 matched children from middle-class suburban metropolitan homes, Hilton (1991) found rural and suburban cultures led to significantly different performance profiles on the Preschool Language Survey. A significantly higher proportion of rural children failed a wide age range of verbal ability and auditory comprehension items. Anecdotal data from the study indicated that more of the rural students were ill at ease in the strange surroundings, were quieter, would not venture a guess as often, and were less willing to interact with the unfamiliar adult examiners.

In order to address cultural bias in assessment materials and procedures, the following are some of Hilton's (1991) suggestions.

- Develop a cultural awareness inservice curriculum to increase knowledge and awareness of unique cultural differences.
- Develop local norms for frequently used standardized tests.
- Conduct item analyses to identify specific problems hidden by aggregate scores.
- Rely heavily on feedback from those administering the test to identify evidence of cultural bias.
- Implement modified testing procedures in response to evidence of cultural bias.
- Modify the dialectical language used by the examiner and accept dialectical differences used by the child.

Factors Affecting Special Education Service Delivery in Rural Areas

The geographic isolation common to rural areas may affect delivery of special education and related services through factors such as placement, personnel, and parental involvement. For example, service delivery may be difficult in rural communities in which the population fluctuates in response to a local industry such as mining. Some administrators, faced with seemingly "overnight" doubling of their client population because of temporary influxes of community workers, find that by the time they locate resources to provide services, those populations have significantly decreased, as the workers move on (Helge, 1991). In remote areas of Nevada, for example, the population fluctuates dramatically in relation to the prices of gold and other metals mined in the area. Within a 30-day period, a district can lose a substantial proportion of its average daily attendance (and student turnover in a single school can be 50 percent or more) because the price of gold has fallen below a certain point and the mines shut down (Scott, 1984).

Providing Services in the Least Restrictive Environment

Rural districts serve a greater percentage of students with disabilities in regular classroom placements than do non-rural districts. As shown in table 7.2, rural districts

Table 7.2 Estimated Percentage of Students with Disabilities in Full-Time and Part-Time Special Education Placements for Rural and Non-Rural Districts During the 1990-91 School Year

	Rural		Non-Rural	
Disability	Part-Time	Full-Time	Part-Time	Full-Time
Mental retardation	60.9	39.1	33.9	66.1
Hearing impairment	81.8	18.2	60.5	39.5
Speech/language impairment	95.2	4.8	92.3	7.7
Visual impairment	84.1	15.9	68.2	31.8
Serious emotional disturbance	73.3	26.7	56.8	43.2
Orthopedic impairment	77.6	22.4	53.8	46.2
Other health impairment	79.6	20.4	67.5	32.5
Specific learning disability	88.2	11.8	80.2	19.8
Deaf-blindness	29.6	70.4	39.2	60.8
Multiple impairments	45.2	54.8	22.8	77.2
All disabilities	85.4	14.6	74.7	25.3

Source: The 1990 Office for Civil Rights Elementary and Secondary School Survey and the 1990 Common Core of Data Public School Universe File. Data is for children pre-kindergarten through grade 12.

serve 14.6 percent of students with disabilities in full-time special education programs, compared to 25.3 percent for non-rural districts. These full-time programs remove students from regular classes for 60 percent or more of the school day. The data indicate that for each disability group, except for students with deaf-blindness, rural districts serve a smaller proportion of students in full-time special education programs, compared to non-rural districts.

Data from the 1990 Office for Civil Rights Elementary and Secondary School Survey also provide information on the number of students with disabilities served outside of their home districts. While one might assume that, because of a lack of resources, rural districts would have a greater percentage of out-of-district placements, the data do not support this assumption. The data indicate that both rural and non-rural districts serve 5.5 percent of students outside of their home districts.

Rural school districts have utilized a variety of approaches to providing services for students in the least restrictive environment. In some cases, students requiring specialized instructional or related services are served in residential facilities far from their home district. In other cases, students are served in regional programs, cooperatives, or intermediate education units that offer specialized services for students from a group of districts located in the same general area. These placements may require long hours of travel each day. In some cases, rural States and districts have developed means of serving students with significant impairments in local schools and classes.

- A personnel preparation program in Vermont, funded by the U.S. Department of Education's Office of Special Education Programs (OSEP), prepares instructional assistants for the education of students with severe disabilities in their local public schools and other community settings. The competency-based certificate program targets trainees who are already employed as instructional assistants in small and rural districts. Trainees take coursework and participate in a practicum focusing on school-based and community-based instruction for students with severe disabilities. Approximately 60 trainees are accepted into the program each year.

- Since 1985, Southlake Special Services in Idaho has joined five rural school districts together in a cooperative to provide work experience and community-based instruction to youth with disabilities. Students in the program receive employment skills training and transition support services. A 1987 survey indicated that all of the students who participated in the program were either employed or attending vocational/trade school (Pierce and Beebe, 1988).

- In an effort to support all students with disabilities within their local public schools, Vermont received a grant from OSEP to prepare educational specialists trained to work with students with serious emotional disturbance in rural settings. Students with serious emotional disturbance are among those often placed outside of their home district for services. The graduate students in the program take 21 course credits and complete a practicum focusing on school-based and family-based intervention services for students with serious emotional disturbance.

Recruiting and Retaining Qualified Personnel

Recruiting and retaining staff qualified to serve students with disabilities is particularly difficult in rural areas. Factors impeding successful recruitment and retention include salaries that are not competitive with those offered in more urban areas, distances from urban cultural centers and universities, the frequency with which staff must travel to serve students, and professional isolation. Recruiting related services personnel may be particularly difficult.

In rural areas, there are rarely enough students to have separate programs for students with different disabilities. Staff must often be qualified to serve students with a variety of disabilities. However, certification requirements in many States mandate that teachers specialize in one or more disability areas and be certified to serve students with particular disabilities. If efforts to recruit fully certified staff are unsuccessful, rural districts may be forced to apply for emergency certificates in order to fill vacant positions.

Teacher retention is also a problem for rural districts, and among special education teachers in rural districts, attrition can be as high as 20 percent nationally. Personnel turnover has been estimated at 30 to 60 percent annually in specialized areas such as speech and physical therapy. Turnover is also especially acute among professionals who must travel long distances from site to site to serve, on an itinerant basis, students with disabilities (McIntosh, 1986).

A study of rural teacher turnover in Kansas indicated that 20.9 percent of teachers in the study sample did not return the next year. Of those who did not return, 70.7 percent accepted positions in larger school districts. Many teachers reportedly resigned because of the isolation of their social and cultural lives. Furthermore, the teachers' level of community satisfaction, which was the largest determinant of whether a teacher remained in the rural community, was affected to the greatest extent by marital status. Married teachers were not affected by the social and cultural isolation of rural areas to the same degree as were single teachers. Two other effective predictors of community satisfaction were similarity of the community where a teacher worked to their home community and community size preference (Anshutz, 1988).

In addition to social and cultural isolation, many rural educators feel professionally isolated. Capper (1993) indicates that the small numbers of teachers at rural schools and school districts' inability to send teachers to training and development programs restrict professional development opportunities. Rural educators may be unable to participate in professional development opportunities because of the travel times involved (Capper and Larkin, 1992). Without this professional contact, educators may feel "left behind" and unable to learn new teaching strategies.

In an attempt to combat professional isolation and diminish the high turnover among its rural special educators, Maine administers the Support Network for Rural Special Educators. The Network offers regional support groups that meet three times a year, two teacher academies that run for four days in the summer, and a yearly statewide winter retreat. In 1990, 90 percent of all school districts and 75 percent of special education teachers and support service personnel in the State were involved in some aspect of Maine's Network (National Clearinghouse for Professions in Special Education, 1990).

Other efforts to increase recruitment and retention rates include OSEP-funded programs to train and retrain special education personnel to work in rural areas. Some of these programs are described below:

- Ohio's Bowling Green State University conducts Project RAISE to train teachers to meet the needs of rural special education students, improve the quality of teachers in rural special education, and assist in recruiting and retaining such teachers. The program teams students who are majoring in special education and were originally from rural areas in the State with practicing special education teachers with no formal training in rural special education. The program provides academic coursework in rural special education and practical teaching experience in remote/rural areas of northwest Ohio. Participants who successfully complete the program receive a masters of education degree in special education with specialization in rural special education (Russell et al., 1992).

- The University of Wisconsin at Whitewater has implemented a graduate program to train early intervention professionals to work in rural areas with the birth to three-year-old special education population and their families. Project TRAIN includes coursework, fieldwork, and two six-week practicum experiences (Reid and Bross, 1993).

- In order to increase the number of licensed personnel serving students with hearing impairments in Minnesota's rural areas, as well as areas of Iowa, North Dakota, South Dakota, Idaho, and northern Wisconsin, the University of Minnesota received an OSEP personnel preparation grant to develop a curriculum to provide continued support to teachers in rural areas. The program recruits teachers with substantial work experience in rural areas. They will be trained in areas throughout the State. This is a cooperative venture involving State universities, the State Academy for the Deaf, the State educational agency, and local districts and cooperatives.

- Project RESPOND, designed by the University of Nebraska-Lincoln and funded by OSEP, will recruit and train speech-language pathologists for rural Nebraska school districts. The project features coursework dealing with issues that confront rural practitioners and an extended practicum in a rural educational agency, in addition to more standard coursework. The project will support seven full-time candidates per year over three years.

Maintaining Active Parent Involvement

Parents of students with disabilities in rural areas may also feel isolated from their peers. Many rural areas do not have parent-oriented organization chapters, such as the Arc (formerly the Association for Retarded Citizens) or the Learning Disabilities Association. Rural parents are scattered widely, making participation in such organizations difficult. As a result, parents of students with disabilities in rural areas may not have as many opportunities as parents in more urban settings to become involved in their children's education.

In an effort to increase parental involvement, the University of Washington Early Childhood Home Instruction Program provides home-based services to birth to three-year-old children with hearing impairments and their families. A trained "parent facilitator" provides year-round services to families in rural western Washington. A family service plan, outlining family goals and objectives, is developed, based on child and family assessments and parent input. In weekly home visits, parent facilitators work to educate parents about hearing impairments and the child's special needs, and suggest activities parents can use to stimulate the child's learning. For families that live close to the University or can provide their own transportation, parent support groups, sign language classes, and play group activities for children with hearing impairments and their siblings are offered several times a week. Approximately 65 children with hearing impairments and their families participate in the program each year (Thompson, 1994).

SERVICES FOR STUDENTS WITH DISABILITIES IN RURAL SCHOOLS

The National Longitudinal Transition Study (NLTS) was mandated by Congress in 1983 to provide information on the transition of youth with disabilities from secondary school to early adulthood. The NLTS provides a broad array of data on a nationally representative sample of secondary special education students who were 13 to 21 years old in the 1985-86 school year. Furthermore, the study sample was designed to provide data by type of community -- rural, suburban, and urban (Valdes et al., 1990).[6] This section presents data from the NLTS describing services available to and received by students with disabilities in rural, suburban, and urban secondary schools across the country.[7]

Data from the NLTS indicate that students with disabilities in rural secondary schools spent an average of 52 percent of class time on academic subjects, such as English/language arts, mathematics, science, social science, and foreign language. This was slightly lower than the percentage for students with disabilities in urban schools (56 percent). Table 7.3 shows coursetaking patterns for secondary students with disabilities in rural, suburban, and urban schools. In their most recent school year, over 90 percent of secondary students with disabilities in rural schools took English/language arts, 72 percent took mathematics, 55 percent took science, and 70 percent took other academic courses. The percentage of students enrolled in each academic course was slightly higher in urban schools than in rural ones. Students in suburban schools had coursetaking patterns similar those of students in rural schools.

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[6] The types of communities in which youth last attended secondary school are categorized as rural, suburban, or urban based on the U.S. Department of Commerce definitions of metropolitan statistical areas as outlined on page 7-2.

[7] For each percentage and mean, the NLTS tables include the approximate standard error in parentheses.

196

Table 7.3 Courses Taken by Students with Disabilities in Rural, Suburban, and Urban Schools During Their Most Recent Year in Secondary School

Academic Courses Taken	Rural	Suburban	Urban
Percentage taking English/language arts classes	90.6% (1.5)	89.6% (1.7)	93.3% (1.6)
Percentage taking mathematics classes	72.2% (2.3)	74.1% (2.4)	78.2% (2.6)
Percentage taking science classes	55.0% (2.6)	54.3% (2.7)	55.8% (3.2)
Percentage taking other academic classes	70.2% (2.4)	69.5% (2.5)	76.1% (2.7)
Percentage taking nonacademic classes	86.1% (1.8)	88.7% (1.7)	84.0% (2.3)
Percentage taking nonsubject specific special education classes	8.1% (1.4)	10.3% (1.7)	9.8% (1.9)

Note: Academic courses include English/language arts, mathematics, science, social science, and a foreign language. Other courses are considered nonacademic. Data is for students age 13-21.

Note: Standard errors are in parentheses.

Source: National Longitudinal Transition Study, SRI International.

Students with disabilities in rural secondary schools received a variety of special education and related services in order to meet educational needs stemming from a disability. As shown in table 7.4, 54 percent of all secondary students with disabilities in rural schools received job training during their most recent school year, 28 percent received occupational therapy/life skills training, 18 percent received speech/language therapy, and 15 percent received personal counseling/therapy.

Similar percentages of students with disabilities in rural, suburban, and urban schools received occupational therapy/life skills training, tutor, reader, or interpreter services, or physical therapy/mobility training during the year. A slightly higher percentage of students in suburban areas received job training than did students in urban or rural areas. Students with disabilities in urban areas were more likely than students in other types of communities to receive personal counseling or transportation assistance.

Because the NLTS focused on the transition from secondary school to adult life, a great deal of data were collected on vocational education services. As shown in table 7.5, 62 percent of secondary students with disabilities in rural schools were enrolled in some

Table 7.4 Services Received by Youth with Disabilities in Rural, Suburban, and Urban Schools During Their Most Recent Year in Secondary School

Services Received	Rural	Suburban	Urban
Job training	53.5% (2.6)	61.3% (2.6)	50.6% (2.9)
Occupational therapy/life skills training	28.3% (2.3)	27.9% (2.4)	25.1% (2.5)
Speech/language therapy	17.5% (2.0)	20.3% (2.1)	21.2% (2.4)
Personal counseling/therapy	14.6% (1.8)	14.8% (1.9)	23.1% (2.5)
A tutor, reader, or interpreter	14.1% (1.8)	15.1% (1.9)	17.1% (2.2)
Help with transportation because of disability	7.8% (1.4)	11.2% (1.7)	13.5% (2.0)
Physical therapy/mobility training	6.5% (1.3)	3.5% (1.0)	6.3% (1.4)

Note: Data is for students age 13-21.

Note: Standard errors are in parentheses.

Source: National Longitudinal Transition Study, SRI International.

Table 7.5 Percentage of Students with Disabilities in Rural, Suburban, and Urban Schools Participating in Vocational Education During Their Most Recent Year in Secondary School

Vocational Education Courses Taken	Rural	Suburban	Urban
Percentage enrolled in:			
Any vocational education	62.4% (2.3)	68.6% (2.3)	58.9% (2.7)
Occupationally-oriented vocational education	49.6% (2.3)	55.5% (2.5)	44.0% (2.7)
Home economics-oriented vocational education	30.0% (2.4)	25.9% (2.4)	24.8% (2.8)
Other vocational education[a]	11.9% (1.5)	17.5% (1.9)	16.4% (2.0)
Average hours per week in:			
Any vocational education	5.2 (0.3)	5.5 (0.3)	4.5 (0.3)
Occupationally-oriented vocational education	3.5 (0.2)	3.7 (0.3)	2.7 (0.3)
Home economics-oriented vocational education	1.3 (0.1)	1.1 (0.1)	1.0 (0.1)
Other vocational education	0.7 (0.1)	1.0 (0.1)	1.0 (0.2)

[a] Other vocational education includes training in prevocational skills, work exploration/work experience, and on-the-job training. Data is for children age 13-21.

Note: Standard errors are in parentheses.

Source: National Longitudinal Transition Study, SRI International.

form of vocational education in their most recent year of schooling, compared to 69 percent of students in suburban schools and 59 percent of students in urban schools. Of those rural secondary students with disabilities enrolled in vocational courses, approximately half took occupationally-oriented courses. The other half took either home economics-oriented courses or other vocational education courses, such as prevocational courses, work exploration, or on-the-job training. On average, secondary students with disabilities were enrolled in approximately 5 hours of vocational coursework per week.

Table 7.6 Services and Programs Available in Rural, Suburban, and Urban Schools Attended by Secondary Students with Disabilities

Services/Programs	Rural	Suburban	Urban
Percentage of schools that made available to secondary special education students:			
Life skills program	91.7% (1.4)	91.4% (1.5)	86.8% (2.1)
Vocational assessment/counseling	89.8% (1.6)	93.1% (1.4)	89.7% (1.9)
Work adjustment training	84.4% (1.9)	85.0% (1.9)	91.8% (1.7)
Specific job skills training	69.8% (2.4)	73.4% (2.4)	70.0% (2.9)
Job development/placement services	58.0% (2.6)	69.9% (2.4)	71.8% (2.8)
Work exploration/experience	49.8% (2.6)	74.4% (2.3)	69.9% (2.9)
Post-employment services	25.2% (2.2)	45.9% (2.7)	49.6% (3.2)
None of these	1.6% (0.6)	0.6% (0.4)	0.9% (0.6)

Note: Data is for children age 13-21.

Note: Standard errors are in parentheses.

Source: National Longitudinal Transition Study, SRI International.

As shown in table 7.6, youth with disabilities in rural areas attended schools that provided a wide range of vocational education services, including life skills programs (92 percent), vocational assessment counseling (90 percent), work adjustment training (84 percent), specific job skills training (70 percent), work exploration/experience (50 percent), job development/placement services (58 percent), and post-employment services (25 percent). In less than 2 percent of rural schools, none of these vocational services were available. Slightly larger percentages of suburban schools reported providing service and programs than urban and rural schools.

Table 7.7 Percentage of Youth with Disabilities who Received Different Vocational Services in Rural, Suburban, and Urban Schools in Their Most Recent Year of Secondary School

Service Characteristics	Rural	Suburban	Urban
Percentage who received:			
Job skills training	13.9% (1.8)	16.2% (2.0)	11.8% (1.8)
Basic skills training	12.9% (1.8)	13.8% (1.8)	8.4% (1.6)
Career counseling	12.2% (1.7)	14.9% (1.9)	11.2% (1.8)
Job placement services	12.2% (1.7)	14.3% (1.9)	11.6% (1.8)
Testing/assessment	11.5% (1.7)	15.3% (1.9)	11.7% (1.9)

Note: Data is for children age 13-21.

Note: Standard errors are in parentheses.

Source: National Longitudinal Transition Study, SRI International.

Despite the widespread availability of various vocational education services, relatively small percentages of secondary students with disabilities reportedly received such services. As shown in table 7.7, 12 percent of secondary students with disabilities in rural schools received testing/assessment services, 14 percent received specific job skills training, 13 percent received basic skills training, 12 percent received career counseling, and 12 percent received job placement services. It is unclear from these data whether students chose not to enroll in the available vocational courses or if there were not enough spaces available to serve all those who requested such services.

When one looks more closely at the types of vocational education students received, slight differences among rural, suburban, and urban schools become more apparent. Secondary students with disabilities in rural areas were most likely to study construction trades (32 percent), office occupations (22 percent), and agriculture (20 percent). As one might expect, students in rural schools were more likely than students in urban or suburban schools to take agricultural courses, and less likely to study office occupations (see table 7.8). Students with disabilities in rural schools were also less likely than their urban and suburban peers to participate in on-the-job work programs.

Table 7.8 Percentage of Students with Disabilities in Rural, Suburban, and Urban Schools Studying Specific Vocational Education Fields During Their Most Recent Year in Secondary School

Vocational Education Courses	Rural	Suburban	Urban
Percentage of vocational education students studying:			
Construction trades	32.4% (2.9)	24.9% (2.8)	18.8% (3.0)
Office occupations	21.9% (2.6)	25.0% (2.8)	30.0% (0.5)
Agriculture	19.8% (2.5)	9.2% (1.8)	4.5% (1.6)
Machine/auto/motor repair	16.9% (2.3)	13.3% (2.2)	12.3% (2.5)
Prevocational skills	16.7% (2.3)	16.6% (2.4)	23.3% (3.2)
Food service	9.6% (1.8)	8.0% (1.7)	8.8% (2.1)
Manufacturing/industrial arts	7.2% (1.6)	7.1% (1.6)	5.1% (1.7)
On-the-job/work experience	6.6% (1.6)	11.0% (2.0)	11.2% (2.4)
Painting/decorating/graphic art/ commercial art/drafting	6.5% (1.5)	7.7% (1.7)	8.3% (2.1)
Distributive education	4.1% (1.2)	5.1% (1.4)	5.0% (1.7)
Custodial services	3.9% (1.2)	3.6% (1.2)	3.8% (1.4)
Electronics/communications	2.7% (1.0)	2.7% (1.0)	2.4% (1.2)
Personal services	2.5% (1.0)	1.6% (0.8)	2.8% (1.3)
Health occupations	1.6% (0.8)	2.8% (1.1)	2.6% (1.2)
Other	1.1% (0.7)	5.6% (1.5)	7.9% (2.0)

Note: Data is for children age 13-21.
Note: Standard errors are in parentheses.
Source: National Longitudinal Transition Study, SRI International.

202

In order to describe in more detail the types of topics covered in vocational education classes, the NLTS surveyed schools regarding course content. Schools providing work adjustment training typically cover specific instructional areas, such as relationships with coworkers, attendance/punctuality, appropriate grooming, job-related practices, use of transportation, and work skills. The vast majority of rural, suburban, and urban schools providing work adjustment training addressed most of these areas of instruction. One exception was use of transportation. Rural schools providing work adjustment training were less likely than urban or suburban schools to cover this instructional area, presumably due to the lack of transportation alternatives in many rural areas.

In schools providing job development and placement services, specific services included referrals to potential employers, transporting students to and from interviews, reviewing interview experiences, helping prepare resumes, and working with employers on job modifications. Rural schools providing job development and placement services were less likely than suburban or urban schools to refer students to potential employers, 76 percent, 89 percent, and 94 percent, respectively. Furthermore, 58 percent of special education students participating in job development programs in rural schools were placed in jobs. Suburban schools had a somewhat better placement rate of 67 percent.

The vast majority of rural schools providing life skills programs for students with mild disabilities included training in functional skills, such as telling time (87 percent), home care skills (92 percent), planning/goal setting (100 percent), social skills (100 percent), and use of community resources (94 percent). Self-care skills were considerably less common (37 percent). Patterns were quite similar for urban and suburban schools.

For students with more severe impairments, rural schools offering life skills training tended to focus on planning/goal setting (100 percent), social skills (95 percent), and use of community resources (88 percent). They offered functional skills instruction (66 percent) and self-care skills (48 percent) less often.

Data in table 7.9 indicate that fewer schools in rural areas (42 percent) than in urban (64 percent) or suburban areas (61 percent) had vocational education classes designed specifically for students with disabilities. Staff in participating rural schools reported using a variety of techniques to help students with disabilities in regular vocational classes. Increasing teacher contact and simplifying instructions were the most common techniques. Staff also reported making physical adaptations and providing aides. While the percentage of urban, suburban, and rural schools providing these types of assistance were fairly similar, slightly fewer rural schools reported providing aides for students with disabilities in vocational classes. Furthermore, rural schools reported fewer hours, on average, spent in community-based vocational education experiences compared to urban and suburban schools.

Data from the NLTS indicate that secondary students with disabilities who took vocational courses in rural schools spent 63 percent of their course time in classroom instruction, 13 percent in community-based experiences, and 13 percent in work experiences at school. Special education students in urban and suburban schools spent

Table 7.9 Accommodations Provided for Secondary Students with Disabilities in Vocational Education Classes in Rural, Suburban, and Urban Schools

Services/Programs	Rural	Suburban	Urban
Percentage in schools with vocational classes designed specifically for students with disabilities	42.3% (2.5)	60.5% (2.6)	63.6% (3.0)
Percentage in schools that helped students with disabilities in regular vocational classes by:			
Increasing teacher contact	70.0% (2.5)	78.0 (2.4)	73.2% (3.2)
Simplifying instruction	67.4% (2.5)	69.9% (2.6)	56.5% (3.6)
Making physical adaptations	44.1% (2.7)	47.4% (2.9)	39.3% (3.6)
Providing human aides	30.0% (2.5)	55.1% (2.9)	49.2% (3.6)
Other accommodations	7.9% (1.5)	10.8% (1.8)	6.8% (1.8)

Note: Data is for children age 13-21.

Note: Standard errors are in parentheses.

Source: National Longitudinal Transition Study, SRI International.

slightly more time in community-based experiences, 19 percent and 16 percent, respectively.

For those students in rural schools receiving vocational services, the average hours per year of vocational instruction was 150 (see table 7.10). The services accounting for the greatest hours of service were tutor/reader/interpreter services (52) and occupational therapy/life skills instruction (35). For students receiving tutor/reader/interpreter services, speech/language therapy, and help with physical needs, suburban schools tended to provide more hours of service per year than did urban or rural schools.

The data from the NLTS provide an overview of some of the services available for students with disabilities in rural schools, and provide an opportunity to compare and contrast services in rural, suburban, and urban schools. Because the study was so extensive, only a small percentage of data available on services for students with

Table 7.10 Average Hours of Services Received by Youth with Disabilities in Rural, Suburban, and Urban Schools During Their Most Recent Year in Secondary School

Service	Rural	Suburban	Urban
Average hours of vocational services provided recipients in past year	150 (8.9)	169 (9.9)	138 (11.1)
Average hours of service provided to recipients in past year:			
Tutor/reader/interpreter services	51.7 (9.5)	67.6 (17.5)	50.1 (12.4)
Occupational therapy/life skills training	35.4 (7.8)	25.6 (5.7)	24.0 (7.4)
Speech/language therapy	14.0 (3.5)	21.7 (4.7)	14.1 (3.5)
Help with physical needs	9.0 (6.6)	19.0 (11.7)	10.2 (7.3)
Counseling/therapy	7.8 (2.9)	7.7 (2.1)	11.0 (3.5)

Note: Data is for children age 13-21.

Note: Standard errors are in parentheses.

Source: National Longitudinal Transition Study, SRI International.

disabilities in rural schools was presented here. Additional data are available from the study's *Statistical Almanac, Volume 1: Overview* (Valdes et al., 1990).

SUMMARY AND IMPLICATIONS

When considering the challenges of serving rural students with disabilities, it is important to remember the diversity that exists within rural America. Rural areas may differ in terrain, climate, population density, language, economic base, and culture. These differences must be considered when addressing the needs of students with disabilities in rural settings.

Approximately 475,000 students with disabilities reside in rural school districts. Rural and non-rural districts serve similar percentages of students with disabilities, and the distribution of students across disability groups is also similar. However, data suggest that rural districts serve a larger proportion of students living in poverty, which may affect educational performance.

Factors such as availability of appropriate assessment instruments, placement in the least restrictive environment, availability of appropriate personnel, and maintaining active parental involvement can present challenges to staff in rural areas. However, data suggest that a smaller percentage of students with disabilities in rural districts are placed in full-time special education classes compared to non-rural districts.

Data from the National Longitudinal Transition Study provide a great deal of information on services for secondary students with disabilities in rural, suburban, and urban schools. The data indicate that secondary students with disabilities spend over half the day studying academic subjects, such as language arts, mathematics, and science. In addition, 62 percent of secondary students with disabilities in rural schools took some type of vocational education in their most recent year of schooling. Despite the fact that a wide range of vocational education services are available in schools that students with disabilities attend, the percentage of students enrolling in such courses is fairly low. For those who did participate in vocational education, services averaged 150 hours per year.

In future special education studies, researchers should make every effort to collect data that can be analyzed for similarities and differences between rural and non-rural districts, as was done with the NLTS. In this way, researchers will ensure that the unique needs of rural schools and school districts are not neglected as service providers, administrators, and policy makers develop and implement programs for students with disabilities.

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APPENDIX A

DATA TABLES

This Appendix includes a compilation and analysis of data gathered on children served under Part B and Chapter 1 of ESEA (SOP) and Part H of IDEA. As required by IDEA, the data tables cover four broad areas: (1) child count, (2) placement, (3) personnel, and (4) exiting. Child count data is based on the December 1 count for the 1993-94 school year. The other counts required by IDEA are based on data collected during the 1992-93 school year.

Table AA1

Number of Children Served Under IDEA, Part B and Chapter 1 of ESEA (SOP) by Age Group

During the 1993-94 School Year

STATE	AGE GROUP BIRTH THROUGH 21	BIRTH THROUGH 2	3-5	6-11	12-17	6-17	18-21
ALABAMA	99,760	780	8,381	43,404	41,965	85,369	5,230
ALASKA	18,006	605	2,028	8,631	6,141	14,772	601
ARIZONA	69,530	998	6,687	33,616	25,449	59,065	2,780
ARKANSAS	53,187	1,160	5,812	21,367	22,589	43,956	2,259
CALIFORNIA	533,807	936	51,125	264,449	197,046	461,495	20,251
COLORADO	66,595	948	6,063	30,544	26,298	56,842	2,742
CONNECTICUT	71,863	1,266	6,609	31,228	29,371	60,599	3,389
DELAWARE	15,196	40	1,913	7,554	5,050	12,604	639
DISTRICT OF COLUMBIA	6,994	308	292	2,742	3,123	5,865	529
FLORIDA	289,539	9,460	21,557	144,553	103,664	248,217	10,305
GEORGIA	123,143	189	11,680	62,445	44,407	106,852	4,422
HAWAII	15,248	793	1,097	6,981	5,939	12,920	438
IDAHO	23,536	764	2,890	11,506	7,653	19,159	723
ILLINOIS	257,986	5,030	25,316	119,392	97,778	217,170	10,470
INDIANA	127,961	2,763	10,111	61,807	47,017	108,824	6,263
IOWA	63,373	969	5,664	27,314	26,330	53,644	3,096
KANSAS	50,438	887	5,534	23,974	18,119	42,093	1,924
KENTUCKY	80,539	978	12,690	35,406	28,228	63,634	3,237
LOUISIANA	86,931	2,078	9,005	36,394	35,212	71,606	4,242
MAINE	29,350	0	2,873	13,320	11,895	25,215	1,262
MARYLAND	97,998	3,356	8,662	45,299	36,914	82,213	3,767
MASSACHUSETTS	160,275	7,197	13,966	67,284	64,130	131,414	7,698
MICHIGAN	181,251	3,004	16,744	81,658	70,637	152,295	9,208
MINNESOTA	90,918	2,436	10,289	39,443	35,289	74,732	3,461
MISSISSIPPI	64,153	80	5,816	29,387	25,973	55,360	2,897
MISSOURI	114,008	2,087	7,021	52,214	47,593	99,807	5,093
MONTANA	18,401	402	1,729	8,680	6,874	15,554	716
NEBRASKA	37,112	722	3,006	18,519	13,372	31,891	1,493
NEVADA	25,242	596	2,619	12,287	8,956	21,243	784
NEW HAMPSHIRE	23,354	661	1,900	9,745	9,849	19,594	1,199
NEW JERSEY	190,003	2,369	15,656	91,132	72,535	163,667	8,311
NEW MEXICO	43,474	67	3,564	19,843	18,390	38,233	1,610
NEW YORK	365,697	5,914	40,329	141,797	155,169	296,966	22,488
NORTH CAROLINA	136,513	874	14,168	68,955	47,952	116,907	4,564
NORTH DAKOTA	12,440	195	1,141	5,641	4,861	10,502	602
OHIO	219,875	0	16,347	104,933	86,889	191,822	11,706
OKLAHOMA	73,130	1,460	5,167	34,749	28,764	63,513	2,990
OREGON	63,212	1,271	4,588	30,584	24,170	54,754	2,599
PENNSYLVANIA	210,826	6,227	18,021	90,486	85,381	175,867	10,711
PUERTO RICO	43,780	0	4,584	13,732	20,974	34,706	4,490
RHODE ISLAND	23,582	672	2,126	10,358	9,314	19,672	1,112
SOUTH CAROLINA	81,930	1,399	9,172	40,160	28,182	68,342	3,017
SOUTH DAKOTA	15,907	286	2,232	7,834	4,907	12,741	648
TENNESSEE	119,146	2,059	9,740	54,362	47,461	101,823	5,524
TEXAS	411,917	8,676	29,383	185,124	167,633	352,757	21,101
UTAH	51,950	1,106	4,150	26,337	18,774	45,111	1,583
VERMONT	10,452	160	1,072	4,466	4,284	8,750	470
VIRGINIA	131,599	2,334	11,937	61,510	50,095	111,605	5,723
WASHINGTON	101,254	2,226	12,166	47,638	35,173	82,811	4,051
WEST VIRGINIA	44,528	1,307	3,991	19,276	17,740	37,016	2,214
WISCONSIN	102,412	2,998	12,650	43,306	38,959	82,265	4,499
WYOMING	12,480	427	1,484	5,536	4,519	10,055	514
AMERICAN SAMOA	418	0	32	199	164	363	23
GUAM	1,782	18	173	739	723	1,462	129
NORTHERN MARIANAS	452	44	46	168	156	324	38
PALAU	447	5	22	137	232	369	51
VIRGIN ISLANDS	1,446	0	121	578	645	1,223	102
BUR. OF INDIAN AFFAIRS	6,731	0	284	3,514	2,568	6,082	365
U.S. AND OUTLYING AREAS	5,373,077	93,587	493,425	2,464,237	2,079,475	4,543,712	242,353
50 STATES, D.C., & P.R.	5,361,801	93,520	492,747	2,458,902	2,074,987	4,533,889	241,645

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AA1.SFW

BEST COPY AVAILABLE

Table AA2

Number of Children Served Under IDEA, Part B and Chapter 1 of ESEA (SOP)

During the 1993-94 School Year

ALL DISABILITIES

STATE	IDEA, PART B	CHAPTER 1 OF ESEA (SOP)	IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
ALABAMA	97,943	1,817	99,760
ALASKA	14,349	3,657	18,006
ARIZONA	67,905	1,625	69,530
ARKANSAS	49,808	3,379	53,187
CALIFORNIA	529,417	4,390	533,807
COLORADO	62,757	3,838	66,595
CONNECTICUT	67,101	4,762	71,863
DELAWARE	12,419	2,777	15,196
DISTRICT OF COLUMBIA	2,055	4,939	6,994
FLORIDA	272,147	17,392	289,539
GEORGIA	120,784	2,359	123,143
HAWAII	14,125	1,123	15,248
IDAHO	22,256	1,280	23,536
ILLINOIS	213,184	44,802	257,986
INDIANA	119,629	8,332	127,961
IOWA	61,878	1,495	63,373
KANSAS	47,481	2,957	50,438
KENTUCKY	79,516	1,023	80,539
LOUISIANA	84,853	2,078	86,931
MAINE	28,459	891	29,350
MARYLAND	93,236	4,762	97,998
MASSACHUSETTS	138,136	22,139	160,275
MICHIGAN	166,049	15,202	181,251
MINNESOTA	88,111	2,807	90,918
MISSISSIPPI	63,425	728	64,153
MISSOURI	110,211	3,797	114,008
MONTANA	17,882	519	18,401
NEBRASKA	36,238	874	37,112
NEVADA	24,624	618	25,242
NEW HAMPSHIRE	21,602	1,752	23,354
NEW JERSEY	185,510	4,493	190,003
NEW MEXICO	43,178	296	43,474
NEW YORK	346,863	18,834	365,697
NORTH CAROLINA	135,067	1,446	136,513
NORTH DAKOTA	11,942	498	12,440
OHIO	215,090	4,785	219,875
OKLAHOMA	71,169	1,961	73,130
OREGON	52,288	10,924	63,212
PENNSYLVANIA	187,323	23,503	210,826
PUERTO RICO	43,780	0	43,780
RHODE ISLAND	22,096	1,486	23,582
SOUTH CAROLINA	79,908	2,022	81,930
SOUTH DAKOTA	15,208	699	15,907
TENNESSEE	115,601	3,545	119,146
TEXAS	396,160	15,757	411,917
UTAH	49,985	1,965	51,950
VERMONT	9,130	1,322	10,452
VIRGINIA	128,274	3,325	131,599
WASHINGTON	96,667	4,587	101,254
WEST VIRGINIA	42,577	1,951	44,528
WISCONSIN	97,546	4,866	102,412
WYOMING	12,029	451	12,480
AMERICAN SAMOA	418	0	418
GUAM	1,610	172	1,782
NORTHERN MARIANAS	204	248	452
PALAU	309	138	447
VIRGIN ISLANDS	1,271	175	1,446
BUR. OF INDIAN AFFAIRS	6,731	0	6,731
U.S. AND OUTLYING AREAS	5,095,514	277,563	5,373,077
50 STATES, D.C., & P.R.	5,084,971	276,830	5,361,801

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

THE FIGURES REPRESENT CHILDREN AGE 3 THROUGH 21 SERVED UNDER IDEA, PART B AND CHILDREN FROM BIRTH THROUGH AGE 21 SERVED UNDER CHAPTER 1 OF ESEA (SOP).

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AA2.SFW

Table AA3

Number of Children Age 6-21 Served Under IDEA, Part B and Chapter 1 of ESEA (SOP)

During the 1993-94 School Year

ALL DISABILITIES

STATE	IDEA, PART B	CHAPTER 1 OF ESEA (SOP)	IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
ALABAMA	89,715	884	90,599
ALASKA	12,637	2,736	15,373
ARIZONA	61,259	586	61,845
ARKANSAS	44,645	1,570	46,215
CALIFORNIA	478,464	3,282	481,746
COLORADO	56,748	2,836	59,584
CONNECTICUT	60,717	3,271	63,988
DELAWARE	10,506	2,737	13,243
DISTRICT OF COLUMBIA	1,817	4,577	6,394
FLORIDA	252,348	6,174	258,522
GEORGIA	109,335	1,939	111,274
HAWAII	13,051	307	13,358
IDAHO	19,650	232	19,882
ILLINOIS	188,427	39,213	227,640
INDIANA	109,572	5,515	115,087
IOWA	56,235	505	56,740
KANSAS	42,105	1,912	44,017
KENTUCKY	66,826	45	66,871
LOUISIANA	75,848	0	75,848
MAINE	25,628	849	26,477
MARYLAND	84,629	1,351	85,980
MASSACHUSETTS	127,098	12,014	139,112
MICHIGAN	150,585	10,918	161,503
MINNESOTA	77,827	366	78,193
MISSISSIPPI	57,731	526	58,257
MISSOURI	103,225	1,675	104,900
MONTANA	16,160	110	16,270
NEBRASKA	33,236	148	33,384
NEVADA	22,005	22	22,027
NEW HAMPSHIRE	19,868	925	20,793
NEW JERSEY	169,951	2,027	171,978
NEW MEXICO	39,644	199	39,843
NEW YORK	306,834	12,620	319,454
NORTH CAROLINA	120,958	513	121,471
NORTH DAKOTA	10,880	224	11,104
OHIO	198,743	4,785	203,528
OKLAHOMA	66,025	478	66,503
OREGON	48,830	8,523	57,353
PENNSYLVANIA	172,027	14,551	186,578
PUERTO RICO	39,196	0	39,196
RHODE ISLAND	20,035	749	20,784
SOUTH CAROLINA	70,836	523	71,359
SOUTH DAKOTA	13,006	383	13,389
TENNESSEE	105,935	1,412	107,347
TEXAS	367,854	6,004	373,858
UTAH	46,091	603	46,694
VERMONT	8,128	1,092	9,220
VIRGINIA	116,380	948	117,328
WASHINGTON	84,921	1,941	86,862
WEST VIRGINIA	38,730	500	39,230
WISCONSIN	84,904	1,860	86,764
WYOMING	10,545	24	10,569
AMERICAN SAMOA	386	0	386
GUAM	1,473	118	1,591
NORTHERN MARIANAS	181	181	362
PALAU	292	128	420
VIRGIN ISLANDS	1,206	119	1,325
BUR. OF INDIAN AFFAIRS	6,447	0	6,447
U.S. AND OUTLYING AREAS	4,618,335	167,730	4,786,065
50 STATES, D.C., & P.R.	4,608,350	167,184	4,775,534

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AA3.SFW

Table AA4

Number of Children Age 6-21 Served Under IDEA, Part B and Chapter 1 of ESEA (SOP) by Disability

During the 1993-94 School Year

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS
ALABAMA	90,599	38,230	17,438	24,849	5,614	1,310	949	471
ALASKA	15,373	9,638	3,251	613	801	470	185	96
ARIZONA	61,845	36,222	11,681	5,594	4,022	1,237	1,178	748
ARKANSAS	46,215	25,818	6,718	10,447	355	788	527	160
CALIFORNIA	481,746	294,554	105,924	26,554	15,636	5,407	7,860	9,406
COLORADO	59,584	33,399	8,793	2,744	8,483	3,076	912	1,703
CONNECTICUT	63,988	33,775	10,536	4,011	11,068	1,473	723	249
DELAWARE	13,243	8,291	1,587	1,634	903	0	189	332
DISTRICT OF COLUMBIA	6,394	3,802	353	1,172	762	10	27	72
FLORIDA	258,522	118,655	69,577	30,380	29,918	0	1,868	4,399
GEORGIA	111,274	36,126	24,021	24,999	21,568	0	1,247	753
HAWAII	13,358	7,276	2,186	1,563	1,257	209	302	157
IDAHO	19,882	11,895	3,424	2,767	416	331	299	155
ILLINOIS	227,640	115,588	54,479	23,037	25,877	0	2,797	2,490
INDIANA	115,087	49,068	34,453	19,636	7,179	848	1,341	768
IOWA	56,740	26,682	8,585	11,220	7,447	593	788	983
KANSAS	44,017	19,740	10,332	5,264	4,590	1,529	550	468
KENTUCKY	66,871	22,927	18,348	18,132	3,957	1,178	793	399
LOUISIANA	75,848	34,467	16,788	11,948	5,313	862	1,335	1,204
MAINE	26,477	12,283	6,012	1,466	4,096	1,419	263	138
MARYLAND	85,980	42,903	23,377	5,455	5,594	4,426	1,152	533
MASSACHUSETTS	139,112	85,103	21,412	13,572	11,857	2,423	1,315	849
MICHIGAN	161,503	78,069	34,249	19,057	17,336	2,149	2,551	5,885
MINNESOTA	78,193	34,165	13,493	9,728	15,235	0	1,577	1,245
MISSISSIPPI	58,257	30,958	17,490	7,277	251	368	546	1,115
MISSOURI	104,900	56,106	23,148	12,303	9,085	539	1,039	704
MONTANA	16,270	9,900	3,159	1,196	976	224	231	68
NEBRASKA	33,384	14,883	8,375	4,836	2,712	381	602	500
NEVADA	22,027	13,774	4,286	1,405	1,237	327	215	166
NEW HAMPSHIRE	20,793	11,653	4,385	846	1,937	321	229	163
NEW JERSEY	171,978	93,566	47,005	4,638	13,818	9,521	1,263	503
NEW MEXICO	39,843	20,287	11,535	1,895	3,444	908	419	481
NEW YORK	319,454	187,210	35,039	19,227	44,098	15,198	5,641	3,031
NORTH CAROLINA	121,471	54,971	25,252	22,401	9,697	1,321	1,868	926
NORTH DAKOTA	11,104	5,616	3,150	1,253	554	0	107	107
OHIO	203,528	77,875	50,885	45,617	10,579	10,677	2,280	2,258
OKLAHOMA	66,503	34,826	14,232	11,873	2,265	1,391	699	327
OREGON	57,353	30,270	13,213	4,388	3,687	0	1,537	1,055
PENNSYLVANIA	186,578	88,442	43,034	29,096	17,492	804	2,911	1,195
PUERTO RICO	39,196	14,477	2,885	16,287	976	1,276	900	586
RHODE ISLAND	20,784	13,148	3,716	1,044	1,790	164	153	177
SOUTH CAROLINA	71,359	30,691	17,823	14,780	5,048	334	942	731
SOUTH DAKOTA	13,389	6,809	3,519	1,408	604	472	168	128
TENNESSEE	107,347	56,896	24,396	13,170	3,370	1,764	1,320	1,091
TEXAS	373,858	222,432	64,330	24,034	32,129	3,016	5,015	4,301
UTAH	46,694	26,324	7,582	3,342	5,958	1,440	654	203
VERMONT	9,220	4,338	1,816	1,271	1,103	94	144	85
VIRGINIA	117,328	60,652	24,994	13,166	10,669	2,944	1,202	750
WASHINGTON	86,862	41,126	15,801	7,610	5,535	3,037	2,404	1,167
WEST VIRGINIA	39,230	17,977	10,640	7,280	2,015	0	374	263
WISCONSIN	86,764	28,718	16,009	4,582	12,643	22,944	359	645
WYOMING	10,569	5,546	2,859	636	735	0	160	166
AMERICAN SAMOA	386	113	132	88	21	13	11	2
GUAM	1,591	1,055	212	164	20	36	33	20
NORTHERN MARIANAS	362	218	24	14	6	62	8	20
PALAU	420	265	15	26	31	4	34	11
VIRGIN ISLANDS	1,325	435	134	608	26	42	17	1
BUR. OF INDIAN AFFAIRS	6,447	3,787	1,287	389	484	386	36	7
U.S. AND OUTLYING AREAS	4,786,065	2,444,020	1,009,379	553,992	414,279	109,746	64,249	56,616
50 STATES, D.C., & P.R.	4,775,534	2,438,147	1,007,575	552,703	413,691	109,203	64,110	56,555

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994

SOURCE: AR_AA4.SFW

BEST COPY AVAILABLE

Table AA4

Number of Children Age 6-21 Served Under IDEA, Part B and Chapter 1 of ESEA (SOP) by Disability

During the 1993-94 School Year

STATE	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY
ALABAMA	1,000	436	169	12	121
ALASKA	204	43	28	14	30
ARIZONA	395	408	249	9	102
ARKANSAS	1,057	181	88	7	69
CALIFORNIA	10,836	3,129	1,912	157	371
COLORADO	0	304	32	60	78
CONNECTICUT	1,372	464	236	26	55
DELAWARE	0	92	135	75	5
DISTRICT OF COLUMBIA	100	39	46	10	1
FLORIDA	1,641	1,127	914	23	20
GEORGIA	1,665	513	266	30	86
HAWAII	273	64	64	1	6
IDAHO	369	79	61	8	78
ILLINOIS	1,728	1,070	457	36	81
INDIANA	496	592	453	61	192
IOWA	1	184	162	38	57
KANSAS	1,038	193	147	7	159
KENTUCKY	506	481	75	4	71
LOUISIANA	2,871	461	527	11	61
MAINE	571	91	80	7	51
MARYLAND	1,736	469	191	38	106
MASSACHUSETTS	1,125	588	550	38	280
MICHIGAN	0	819	1,388	0	0
MINNESOTA	1,898	352	401	23	76
MISSISSIPPI	0	214	16	14	8
MISSOURI	995	369	399	77	136
MONTANA	321	80	41	23	51
NEBRASKA	785	208	37	3	62
NEVADA	464	90	42	0	21
NEW HAMPSHIRE	1,164	91	0	4	0
NEW JERSEY	586	346	659	36	37
NEW MEXICO	592	146	39	12	85
NEW YORK	5,764	1,651	2,248	71	276
NORTH CAROLINA	3,415	611	917	14	78
NORTH DAKOTA	169	54	27	50	17
OHIO	2,158	978	136	16	69
OKLAHOMA	402	294	89	30	75
OREGON	1,462	542	1,051	16	132
PENNSYLVANIA	164	1,322	816	2	1,300
PUERTO RICO	783	619	353	37	17
RHODE ISLAND	458	78	28	5	23
SOUTH CAROLINA	419	384	155	20	32
SOUTH DAKOTA	131	67	43	9	31
TENNESSEE	3,989	849	374	14	114
TEXAS	14,700	1,959	1,750	62	130
UTAH	488	332	139	49	183
VERMONT	289	36	28	1	15
VIRGINIA	1,738	501	629	1	82
WASHINGTON	9,742	327	51	26	36
WEST VIRGINIA	225	223	155	24	54
WISCONSIN	534	272	23	4	31
WYOMING	359	51	17	0	40
AMERICAN SAMOA	0	2	0	3	1
GUAM	29	15	2	3	2
NORTHERN MARIANAS	2	0	6	2	0
PALAU	5	26	0	3	0
VIRGIN ISLANDS	14	2	1	45	0
BUR. OF INDIAN AFFAIRS	51	17	1	1	1
U.S. AND OUTLYING AREAS	83,279	24,935	18,903	1,372	5,295
50 STATES, D.C., & P.R.	83,178	24,873	18,893	1,315	5,291

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AA4.SFW

Table AA5

Number of Children Age 6-11 Served Under IDEA, Part B and Chapter 1 of ESEA (SOP) by Disability

During the 1993-94 School Year

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS
ALABAMA	43,404	14,151	16,471	8,458	2,117	676	398	262
ALASKA	8,631	4,633	2,902	270	255	219	110	54
ARIZONA	33,616	16,608	10,845	2,496	1,434	625	603	421
ARKANSAS	21,367	9,559	6,213	3,914	122	448	253	101
CALIFORNIA	264,449	137,361	91,040	11,140	4,756	2,373	3,962	4,869
COLORADO	30,544	15,660	7,259	1,025	3,136	1,639	489	1,128
CONNECTICUT	31,228	14,931	8,990	1,720	3,073	797	374	174
DELAWARE	7,554	4,460	1,515	815	280	0	101	187
DISTRICT OF COLUMBIA	2,742	1,527	290	467	286	4	13	46
FLORIDA	144,553	52,422	60,705	14,180	12,486	0	809	2,521
GEORGIA	62,445	16,910	22,242	10,569	10,268	0	588	452
HAWAII	6,981	3,287	1,986	708	453	105	163	64
IDAHO	11,506	6,271	3,182	1,221	135	180	154	88
ILLINOIS	119,392	48,992	49,339	9,213	7,722	0	1,320	1,332
INDIANA	61,807	17,097	31,988	8,073	2,255	379	640	458
IOWA	27,314	10,738	7,716	4,984	2,487	232	379	555
KANSAS	23,974	8,432	9,632	2,258	1,554	670	251	320
KENTUCKY	35,406	8,042	17,182	7,031	1,397	608	341	210
LOUISIANA	36,394	11,315	14,703	4,820	1,778	357	607	682
MAINE	13,320	5,051	4,870	490	1,524	740	132	88
MARYLAND	45,299	17,402	19,123	2,428	1,750	2,229	554	340
MASSACHUSETTS	67,284	38,459	16,090	5,270	4,246	930	593	487
MICHIGAN	81,658	30,959	30,758	7,845	5,688	994	1,218	3,084
MINNESOTA	39,443	15,415	11,792	4,109	5,104	0	823	714
MISSISSIPPI	29,387	9,984	16,142	2,141	90	144	238	551
MISSOURI	52,214	21,680	20,262	4,829	3,255	299	508	355
MONTANA	8,680	4,523	2,929	519	240	106	111	33
NEBRASKA	18,519	6,719	7,165	2,201	1,054	197	305	303
NEVADA	12,287	6,598	3,991	628	431	156	123	91
NEW HAMPSHIRE	9,745	4,586	3,234	294	545	163	115	102
NEW JERSEY	91,132	37,670	42,693	1,516	2,730	4,870	601	269
NEW MEXICO	19,843	8,550	7,883	713	1,303	470	199	252
NEW YORK	141,797	73,958	29,244	6,675	14,721	7,491	2,460	1,736
NORTH CAROLINA	68,955	26,709	23,626	9,974	3,854	643	885	541
NORTH DAKOTA	5,641	2,101	2,657	441	151	0	50	68
OHIO	104,933	28,957	46,494	18,285	3,350	4,487	1,073	1,197
OKLAHOMA	34,749	13,953	13,208	5,054	849	695	322	204
OREGON	30,584	13,547	11,058	1,821	1,213	0	728	545
PENNSYLVANIA	90,486	31,409	38,560	11,162	5,029	388	1,474	606
PUERTO RICO	13,732	4,674	2,329	4,236	407	564	402	274
RHODE ISLAND	10,358	5,678	3,197	411	484	112	78	111
SOUTH CAROLINA	40,160	13,808	16,849	6,123	1,832	139	461	401
SOUTH DAKOTA	7,834	3,153	3,304	564	252	245	81	77
TENNESSEE	54,362	22,418	21,298	4,964	993	732	599	590
TEXAS	185,124	91,053	58,708	9,537	10,517	1,316	2,423	2,388
UTAH	26,337	13,765	6,797	1,447	2,745	589	328	119
VERMONT	4,466	1,799	1,411	516	353	38	80	50
VIRGINIA	61,510	25,133	22,841	5,081	3,459	2,287	572	475
WASHINGTON	47,638	18,145	14,793	3,560	2,114	1,338	1,391	735
WEST VIRGINIA	19,276	5,662	9,731	2,663	564	0	157	149
WISCONSIN	43,306	10,160	14,140	1,299	3,641	13,112	134	385
WYOMING	5,536	2,287	2,392	242	193	0	88	103
AMERICAN SAMOA	199	55	73	43	13	8	3	2
GUAM	739	428	191	47	5	15	18	10
NORTHERN MARIANAS	168	82	20	10	2	28	8	12
PALAU	137	77	10	10	13	2	12	6
VIRGIN ISLANDS	578	198	119	199	5	17	5	0
BUR. OF INDIAN AFFAIRS	3,514	1,752	1,057	194	206	226	25	5
U.S. AND OUTLYING AREAS	2,464,237	1,020,953	895,239	220,903	140,919	55,082	30,932	31,382
50 STATES, D.C., & P.R.	2,458,902	1,018,361	893,769	220,400	140,675	54,786	30,861	31,347

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AA5.SFW

Table AA5

Number of Children Age 6-11 Served Under IDEA, Part B and Chapter 1 of ESEA (SOP) by Disability

During the 1993-94 School Year

STATE	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY
ALABAMA	534	184	102	4	47
ALASKA	119	28	20	11	10
ARIZONA	203	192	142	4	43
ARKANSAS	590	78	60	3	26
CALIFORNIA	6,079	1,561	1,123	51	134
COLORADO	0	136	16	25	31
CONNECTICUT	752	232	150	12	23
DELAWARE	0	57	83	56	0
DISTRICT OF COLUMBIA	72	11	21	5	0
FLORIDA	383	493	536	10	8
GEORGIA	998	230	148	9	31
HAWAII	152	20	39	1	3
IDAHO	171	37	35	5	27
ILLINOIS	610	531	289	14	30
INDIANA	278	265	277	23	74
IOWA	0	82	94	17	30
KANSAS	600	100	88	2	67
KENTUCKY	303	201	62	2	27
LOUISIANA	1,573	206	327	3	23
MAINE	298	46	58	3	20
MARYLAND	1,064	214	134	12	49
MASSACHUSETTS	525	296	296	11	81
MICHIGAN	0	387	725	0	0
MINNESOTA	1,028	156	262	13	27
MISSISSIPPI	0	73	13	8	3
MISSOURI	510	168	256	38	54
MONTANA	129	40	25	11	14
NEBRASKA	426	97	27	2	23
NEVADA	193	50	21	0	5
NEW HAMPSHIRE	657	47	0	2	0
NEW JERSEY	187	153	419	13	11
NEW MEXICO	354	67	19	6	27
NEW YORK	3,387	787	1,163	37	138
NORTH CAROLINA	1,861	275	553	3	31
NORTH DAKOTA	108	26	16	18	5
OHIO	552	425	84	4	25
OKLAHOMA	197	147	69	14	37
OREGON	709	275	618	8	62
PENNSYLVANIA	98	650	579	1	530
PUERTO RICO	404	258	169	4	11
RHODE ISLAND	224	37	15	1	10
SOUTH CAROLINA	266	181	82	5	13
SOUTH DAKOTA	87	30	22	3	16
TENNESSEE	2,089	407	222	11	39
TEXAS	7,177	951	998	14	42
UTAH	237	170	66	18	56
VERMONT	175	17	23	0	4
VIRGINIA	1,003	241	388	0	30
WASHINGTON	5,356	146	35	12	13
WEST VIRGINIA	132	111	75	8	24
WISCONSIN	294	125	6	2	8
WYOMING	187	22	11	0	11
AMERICAN SAMOA	0	0	0	2	0
GUAM	16	7	1	0	1
NORTHERN MARIANAS	0	0	6	0	0
PALAU	2	2	0	3	0
VIRGIN ISLANDS	9	1	1	24	0
BUR. OF INDIAN AFFAIRS	35	12	1	0	1
U.S. AND OUTLYING AREAS	43,393	11,741	11,070	568	2,055
50 STATES, D.C., & P.R.	43,331	11,719	11,061	539	2,053

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AA5.SFW

Table AA6

Number of Children Age 12-17 Served Under IDEA, Part B and Chapter 1 of ESEA (SOP) by Disability

During the 1993-94 School Year

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS
ALABAMA	41,965	21,786	948	14,084	3,269	473	481	175
ALASKA	6,141	4,630	345	256	498	197	64	34
ARIZONA	25,449	18,111	815	2,383	2,407	453	508	268
ARKANSAS	22,589	14,868	493	5,810	217	309	246	52
CALIFORNIA	197,046	146,570	14,172	10,873	9,791	2,148	3,394	3,621
COLORADO	26,298	16,348	1,475	1,327	4,902	1,114	376	528
CONNECTICUT	29,371	17,236	1,485	1,702	7,175	527	301	62
DELAWARE	5,050	3,508	72	702	483	0	76	119
DISTRICT OF COLUMBIA	3,123	2,020	62	521	417	3	14	21
FLORIDA	103,664	61,220	8,567	13,243	16,138	0	883	1,645
GEORGIA	44,407	17,918	1,748	12,166	10,755	0	562	255
HAWAII	5,939	3,782	198	746	773	68	122	79
IDAHO	7,653	5,222	238	1,335	268	117	125	59
ILLINOIS	97,778	61,558	4,953	10,895	16,480	0	1,314	949
INDIANA	47,017	28,827	2,405	9,351	4,513	299	618	261
IOWA	26,330	14,475	819	5,253	4,577	278	366	385
KANSAS	18,119	10,385	689	2,486	2,825	712	264	134
KENTUCKY	28,228	13,561	1,149	9,584	2,450	452	392	165
LOUISIANA	35,212	21,049	2,008	5,790	3,332	384	629	421
MAINE	11,895	6,568	1,096	785	2,383	555	115	44
MARYLAND	36,914	23,622	4,100	2,336	3,498	1,725	525	166
MASSACHUSETTS	64,130	42,944	4,957	6,613	6,619	1,040	609	303
MICHIGAN	70,637	42,814	3,414	8,450	10,749	757	1,156	2,479
MINNESOTA	35,289	17,515	1,657	4,347	9,492	0	665	470
MISSISSIPPI	25,973	19,024	1,297	4,447	148	171	268	491
MISSOURI	47,593	31,465	2,808	6,035	5,500	203	461	298
MONTANA	6,874	4,886	221	551	701	99	103	32
NEBRASKA	13,372	7,488	1,182	2,145	1,532	139	260	173
NEVADA	8,956	6,720	291	603	754	121	84	69
NEW HAMPSHIRE	9,849	6,334	1,073	408	1,249	116	101	51
NEW JERSEY	72,535	51,312	4,066	2,158	9,762	3,761	564	190
NEW MEXICO	18,390	10,893	3,472	923	2,020	348	190	198
NEW YORK	155,169	100,681	5,557	9,150	26,364	5,847	2,592	1,106
NORTH CAROLINA	47,952	26,415	1,573	10,619	5,556	525	882	337
NORTH DAKOTA	4,861	3,202	470	606	377	0	51	32
OHIO	86,889	44,260	4,247	23,525	6,767	4,177	1,076	895
OKLAHOMA	28,764	19,065	1,009	6,037	1,318	514	331	115
OREGON	24,170	15,551	2,032	1,841	2,280	0	722	443
PENNSYLVANIA	85,381	51,713	4,372	14,553	11,316	296	1,290	433
PUERTO RICO	20,974	8,734	501	9,380	475	469	373	253
RHODE ISLAND	9,314	6,854	506	451	1,074	39	63	55
SOUTH CAROLINA	28,182	15,695	947	7,272	3,047	134	431	266
SOUTH DAKOTA	4,907	3,310	208	662	323	170	80	47
TENNESSEE	47,461	31,499	2,921	6,700	2,219	770	609	426
TEXAS	167,633	118,322	5,454	10,653	20,005	1,197	2,199	1,594
UTAH	18,774	11,997	765	1,453	3,038	592	300	71
VERMONT	4,284	2,378	378	592	683	37	54	32
VIRGINIA	50,095	32,573	2,080	6,398	6,641	475	547	234
WASHINGTON	35,173	20,897	991	3,242	3,179	1,302	923	390
WEST VIRGINIA	17,740	10,999	897	3,953	1,323	0	186	104
WISCONSIN	38,959	16,723	1,805	2,590	8,245	8,779	196	236
WYOMING	4,519	2,996	433	288	482	0	60	55
AMERICAN SAMOA	164	50	56	36	7	4	8	0
GUAM	723	547	21	81	12	14	13	10
NORTHERN MARIANAS	156	110	2	4	4	24	0	8
PALAU	232	170	4	10	9	2	16	5
VIRGIN ISLANDS	645	215	15	343	18	16	12	1
BUR. OF INDIAN AFFAIRS	2,568	1,787	210	163	244	134	11	2
U.S. AND OUTLYING AREAS	2,079,475	1,301,402	109,729	268,910	250,683	42,086	28,861	21,347
50 STATES, D.C., & P.R.	2,074,987	1,298,523	109,421	268,273	250,389	41,892	28,801	21,321

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AP_AA6.SFW

Table AA6

Number of Children Age 12-17 Served Under IDEA, Part B and Chapter 1 of ESEA (SOP) by Disability

During the 1993-94 School Year

STATE	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY
ALABAMA	428	215	48	1	57
ALASKA	76	15	7	2	17
ARIZONA	180	187	86	4	47
ARKANSAS	441	88	25	4	36
CALIFORNIA	4,308	1,334	583	76	176
COLORADO	0	155	12	26	35
CONNECTICUT	587	197	62	11	26
DELAWARE	0	32	39	15	4
DISTRICT OF COLUMBIA	18	19	23	4	1
FLORIDA	1,108	565	279	5	11
GEORGIA	614	244	89	13	43
HAWAII	111	41	16	0	3
IDAHO	185	39	19	2	44
ILLINOIS	977	463	137	12	40
INDIANA	193	295	136	32	87
IOWA	1	88	56	13	19
KANSAS	407	87	46	5	79
KENTUCKY	192	242	11	1	29
LOUISIANA	1,197	212	150	5	35
MAINE	255	43	20	3	28
MARYLAND	612	219	44	17	50
MASSACHUSETTS	468	245	167	23	142
MICHIGAN	0	364	454	0	0
MINNESOTA	811	177	111	7	37
MISSISSIPPI	0	120	3	1	3
MISSOURI	445	166	112	33	67
MONTANA	182	39	15	11	34
NEBRASKA	326	92	5	1	29
NEVADA	247	37	17	0	13
NEW HAMPSHIRE	475	40	0	2	0
NEW JERSEY	355	166	168	15	18
NEW MEXICO	221	69	14	2	40
NEW YORK	2,217	772	745	30	108
NORTH CAROLINA	1,427	292	281	8	37
NORTH DAKOTA	56	26	9	24	8
OHIO	1,380	482	37	7	36
OKLAHOMA	186	128	18	13	30
OREGON	666	233	335	6	61
PENNSYLVANIA	64	570	191	1	582
PUERTO RICO	310	320	129	24	6
RHODE ISLAND	215	35	10	3	9
SOUTH CAROLINA	145	172	46	13	14
SOUTH DAKOTA	42	33	15	4	13
TENNESSEE	1,744	403	107	2	61
TEXAS	6,679	868	561	33	68
UTAH	226	149	52	23	108
VERMONT	101	18	2	1	8
VIRGINIA	687	230	185	1	44
WASHINGTON	4,056	152	12	9	20
WEST VIRGINIA	84	95	68	8	23
WISCONSIN	222	131	12	2	18
WYOMING	151	26	5	0	23
AMERICAN SAMOA	0	2	0	1	0
GUAM	13	8	1	2	1
NORTHERN MARIANAS	2	0	0	2	0
PALAU	2	14	0	0	0
VIRGIN ISLANDS	5	1	0	19	0
BUR. OF INDIAN AFFAIRS	13	3	0	1	0
U.S. AND OUTLYING AREAS	36,113	11,458	5,775	583	2,528
50 STATES, D.C., & P.R.	36,078	11,430	5,774	558	2,527

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AA6.SFW

BEST COPY AVAILABLE

Table AA7

Number of Children Age 18-21 Served Under IDEA, Part B and Chapter 1 of ESEA (SOP) by Disability

During the 1993-94 School Year

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS
ALABAMA	5,230	2,293	19	2,307	228	161	70	34
ALASKA	601	375	4	87	48	54	11	8
ARIZONA	2,780	1,503	21	715	181	159	67	59
ARKANSAS	2,259	1,391	12	723	16	31	28	7
CALIFORNIA	20,251	10,623	712	4,541	1,089	886	504	916
COLORADO	2,742	1,391	59	392	445	323	47	47
CONNECTICUT	3,389	1,608	61	589	820	149	48	13
DELAWARE	639	323	0	117	140	0	12	26
DISTRICT OF COLUMBIA	529	255	1	184	59	3	0	5
FLORIDA	10,305	5,013	305	2,957	1,294	0	176	233
GEORGIA	4,422	1,298	31	2,264	545	0	97	46
HAWAII	438	207	2	109	31	36	17	14
IDAHO	723	402	4	211	13	34	20	8
ILLINOIS	10,470	5,038	187	2,929	1,675	0	163	209
INDIANA	6,263	3,144	60	2,212	411	170	83	49
IOWA	3,096	1,469	50	983	383	83	43	43
KANSAS	1,924	923	11	520	211	147	35	14
KENTUCKY	3,237	1,324	17	1,517	110	118	60	24
LOUISIANA	4,242	2,103	77	1,338	203	121	99	101
MAINE	1,262	664	46	191	189	124	16	6
MARYLAND	3,767	1,879	154	691	346	472	73	27
MASSACHUSETTS	7,698	3,700	365	1,689	992	453	113	59
MICHIGAN	9,208	4,296	77	2,762	899	398	177	322
MINNESOTA	3,461	1,235	44	1,272	639	0	89	61
MISSISSIPPI	2,897	1,950	51	689	13	53	40	73
MISSOURI	5,093	2,961	78	1,439	330	37	70	51
MONTANA	716	491	9	126	35	19	17	3
NEBRASKA	1,493	676	28	490	126	45	37	24
NEVADA	784	456	4	174	52	50	8	6
NEW HAMPSHIRE	1,199	733	78	144	143	42	13	10
NEW JERSEY	8,311	4,584	246	964	1,326	890	98	44
NEW MEXICO	1,610	844	180	259	121	90	30	31
NEW YORK	22,488	12,571	238	3,402	3,013	1,860	589	189
NORTH CAROLINA	4,564	1,847	53	1,808	287	153	101	48
NORTH DAKOTA	602	313	23	206	26	0	6	7
OHIO	11,706	4,658	144	3,807	462	2,013	131	166
OKLAHOMA	2,990	1,808	15	782	98	182	46	8
OREGON	2,599	1,172	123	726	194	0	87	67
PENNSYLVANIA	10,711	5,320	102	3,381	1,147	120	147	156
PUERTO RICO	4,490	1,069	55	2,671	94	243	125	59
RHODE ISLAND	1,112	616	13	182	232	13	12	11
SOUTH CAROLINA	3,017	1,188	27	1,385	169	61	50	64
SOUTH DAKOTA	648	346	7	182	29	57	7	4
TENNESSEE	5,524	2,979	177	1,506	158	262	112	75
TEXAS	21,101	13,057	168	3,844	1,607	503	393	319
UTAH	1,583	562	20	442	175	259	26	13
VERMONT	470	161	27	163	67	19	10	3
VIRGINIA	5,723	2,946	73	1,687	569	182	83	41
WASHINGTON	4,051	2,084	17	808	242	397	90	42
WEST VIRGINIA	2,214	1,316	12	664	128	0	31	10
WISCONSIN	4,499	1,835	64	693	757	1,053	29	24
WYOMING	514	263	34	106	60	0	12	8
AMERICAN SAMOA	23	8	3	9	1	1	0	0
GUAM	129	80	0	36	3	7	2	0
NORTHERN MARIANAS	38	26	2	0	0	10	0	0
PALAU	51	18	1	6	9	0	6	0
VIRGIN ISLANDS	102	22	0	66	3	9	0	0
BUR. OF INDIAN AFFAIRS	365	248	20	32	34	26	0	0
U.S. AND OUTLYING AREAS	242,353	121,665	4,411	64,179	22,677	12,578	4,456	3,887
50 STATES, D.C., & P.R.	241,645	121,263	4,385	64,030	22,627	12,525	4,448	3,887

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AA7.SFW

Table AA7

Number of Children Age 18-21 Served Under IDEA, Part B and Chapter 1 of ESEA (SOP) by Disability

During the 1993-94 School Year

STATE	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY
ALABAMA	38	37	19	7	17
ALASKA	9	0	1	1	3
ARIZONA	12	29	21	1	12
ARKANSAS	26	15	3	0	7
CALIFORNIA	449	234	206	30	61
COLORADO	0	13	4	9	12
CONNECTICUT	33	35	24	3	6
DELAWARE	0	3	13	4	1
DISTRICT OF COLUMBIA	10	9	2	1	0
FLORIDA	150	69	99	8	1
GEORGIA	53	39	29	8	12
HAWAII	10	3	9	0	0
IDAHO	13	3	7	1	7
ILLINOIS	141	76	31	10	11
INDIANA	25	32	40	6	31
IOWA	0	14	12	8	8
KANSAS	31	6	13	0	13
KENTUCKY	11	38	2	1	15
LOUISIANA	101	43	50	3	3
MAINE	18	2	2	1	3
MARYLAND	60	36	13	9	7
MASSACHUSETTS	132	47	87	4	57
MICHIGAN	0	68	209	0	0
MINNESOTA	59	19	28	3	12
MISSISSIPPI	0	21	0	5	2
MISSOURI	40	35	31	6	15
MONTANA	10	1	1	1	3
NEBRASKA	33	19	5	0	10
NEVADA	24	3	4	0	3
NEW HAMPSHIRE	32	4	0	0	0
NEW JERSEY	44	27	72	8	8
NEW MEXICO	17	10	6	4	18
NEW YORK	160	92	340	4	30
NORTH CAROLINA	127	44	83	3	10
NORTH DAKOTA	5	2	2	8	4
OHIO	226	71	15	5	8
OKLAHOMA	19	19	2	3	8
OREGON	87	34	98	2	9
PENNSYLVANIA	2	102	46	0	188
PUERTO RICO	69	41	55	9	0
RHODE ISLAND	19	6	3	1	4
SOUTH CAROLINA	8	31	27	2	5
SOUTH DAKOTA	2	4	6	2	2
TENNESSEE	156	39	45	1	14
TEXAS	844	140	191	15	20
UTAH	25	13	21	8	19
VERMONT	13	1	3	0	3
VIRGINIA	48	30	56	0	8
WASHINGTON	330	29	4	5	3
WEST VIRGINIA	9	17	12	8	7
WISCONSIN	18	16	5	0	5
WYOMING	21	3	1	0	6
AMERICAN SAMOA	0	0	0	0	1
GUAM	0	0	0	1	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	1	10	0	0	0
VIRGIN ISLANDS	0	0	0	2	0
BUR. OF INDIAN AFFAIRS	3	2	0	0	0
U.S. AND OUTLYING AREAS	3,773	1,736	2,058	221	712
50 STATES, D.C., & P.R.	3,769	1,724	2,058	218	711

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AA7.SFW

Table AA8

Number of Children Served Under IDEA, Part B and Chapter 1 of ESEA (SOP) by Disability and Age

During the 1993-94 School Year

DISABILITY	UNDER 1 YEAR OLD	1 YEAR OLD	2 YEARS OLD	3 YEARS OLD	4 YEARS OLD	5 YEARS OLD	6 YEARS OLD	7 YEARS OLD	8 YEARS OLD
SPECIFIC LEARNING DISABILITIES	.	.	.	.	.	.	35,800	91,307	162,970
SPEECH OR LANGUAGE IMPAIRMENTS	.	.	.	.	.	.	198,304	203,777	183,378
MENTAL RETARDATION	.	.	.	.	.	.	22,256	31,099	38,111
SERIOUS EMOTIONAL DISTURBANCE	.	.	.	.	.	.	8,376	14,729	21,713
MULTIPLE DISABILITIES	.	.	.	.	.	.	9,004	9,224	9,602
HEARING IMPAIRMENTS	.	.	.	.	.	.	4,452	4,847	5,273
ORTHOPEDIC IMPAIRMENTS	.	.	.	.	.	.	5,413	5,605	5,578
OTHER HEALTH IMPAIRMENTS	.	.	.	.	.	.	5,353	6,940	8,031
VISUAL IMPAIRMENTS	.	.	.	.	.	.	1,556	1,800	1,927
AUTISM	.	.	.	.	.	.	2,084	2,024	2,040
DEAF-BLINDNESS	.	.	.	.	.	.	100	99	105
TRAUMATIC BRAIN INJURY	.	.	.	.	.	.	253	296	338
ALL DISABILITIES	16,716	33,305	43,566	98,092	167,736	227,597	292,951	371,747	439,066

DISABILITY	9 YEARS OLD	10 YEARS OLD	11 YEARS OLD	12 YEARS OLD	13 YEARS OLD	14 YEARS OLD	15 YEARS OLD	16 YEARS OLD	17 YEARS OLD
SPECIFIC LEARNING DISABILITIES	219,045	250,419	261,412	258,475	253,283	237,473	212,950	189,323	149,898
SPEECH OR LANGUAGE IMPAIRMENTS	142,119	101,595	66,066	39,870	26,389	17,257	11,492	8,644	6,077
MENTAL RETARDATION	40,640	43,094	45,703	46,069	47,862	47,831	45,762	43,542	37,844
SERIOUS EMOTIONAL DISTURBANCE	27,234	32,157	36,710	40,411	44,956	46,995	46,412	41,727	30,182
MULTIPLE DISABILITIES	9,309	9,056	8,887	8,177	7,757	7,270	6,828	6,474	5,580
HEARING IMPAIRMENTS	5,343	5,436	5,581	5,392	5,337	4,897	4,802	4,432	4,001
ORTHOPEDIC IMPAIRMENTS	5,197	4,932	4,657	4,174	3,901	3,734	3,477	3,237	2,824
OTHER HEALTH IMPAIRMENTS	7,881	7,724	7,464	6,592	6,596	6,424	5,939	5,803	4,759
VISUAL IMPAIRMENTS	2,169	2,173	2,116	2,017	2,051	1,981	1,904	1,840	1,665
AUTISM	1,824	1,643	1,455	1,160	1,085	1,032	935	807	756
DEAF-BLINDNESS	92	90	82	114	119	98	89	92	71
TRAUMATIC BRAIN INJURY	362	399	407	384	436	393	439	436	440
ALL DISABILITIES	461,215	458,718	440,540	412,835	399,772	375,385	341,029	306,357	244,097

DISABILITY	18 YEARS OLD	19 YEARS OLD	20 YEARS OLD	21 YEARS OLD	22 YEARS OLD
SPECIFIC LEARNING DISABILITIES	91,362	23,643	5,233	1,427	435
SPEECH OR LANGUAGE IMPAIRMENTS	3,070	896	310	135	37
MENTAL RETARDATION	30,319	16,969	11,205	5,686	2,506
SERIOUS EMOTIONAL DISTURBANCE	15,251	4,960	1,815	651	170
MULTIPLE DISABILITIES	4,632	3,534	2,830	1,582	398
HEARING IMPAIRMENTS	2,778	1,062	441	175	31
ORTHOPEDIC IMPAIRMENTS	1,853	1,036	602	396	142
OTHER HEALTH IMPAIRMENTS	2,388	856	367	162	13
VISUAL IMPAIRMENTS	971	430	241	94	31
AUTISM	757	612	432	257	165
DEAF-BLINDNESS	73	73	48	27	3
TRAUMATIC BRAIN INJURY	372	188	103	49	0
ALL DISABILITIES	153,826	54,259	23,627	10,641	3,931

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AA8.SFW

Table AA9

Number of Children Served Under IDEA, Part B and Chapter 1 of ESEA (SOP) by Age

During the 1993-94 School Year

ALL DISABILITIES

STATE	UNDER 1 YEAR OLD	1 YEAR OLD	2 YEARS OLD	3 YEARS OLD	4 YEARS OLD	5 YEARS OLD	6 YEARS OLD	7 YEARS OLD	8 YEARS OLD
ALABAMA	94	295	391	983	2,194	5,204	6,282	6,899	7,331
ALASKA	95	193	317	455	664	909	984	1,287	1,572
ARIZONA	140	391	467	1,416	2,501	2,770	3,665	4,762	6,047
ARKANSAS	256	503	401	1,520	2,257	2,035	2,477	3,070	3,594
CALIFORNIA	.103	352	481	10,968	19,511	20,646	26,326	37,168	47,465
COLORADO	92	326	530	1,257	2,210	2,596	3,026	4,059	5,148
CONNECTICUT	170	441	655	1,501	2,377	2,731	3,412	4,608	5,768
DELAWARE	7	11	22	302	620	991	1,196	1,309	1,332
DISTRICT OF COLUMBIA	41	107	160	47	121	124	195	280	386
FLORIDA	2,960	3,671	2,829	3,375	6,357	11,825	17,444	22,221	25,875
GEORGIA	17	62	110	2,155	3,737	5,788	8,006	9,955	11,427
HAWAII	176	259	358	229	340	528	672	1,001	1,162
IDAHO	124	241	399	663	1,025	1,202	1,362	1,872	2,238
ILLINOIS	0	2,536	2,494	4,592	8,273	12,451	15,641	20,190	21,824
INDIANA	476	941	1,346	1,806	3,093	5,212	7,759	10,476	12,173
IOWA	104	309	556	1,128	1,904	2,632	3,089	3,794	4,806
KANSAS	127	290	470	1,173	1,930	2,431	2,624	3,510	4,508
KENTUCKY	130	368	480	2,269	4,648	5,773	5,851	6,318	6,177
LOUISIANA	377	767	934	1,665	3,285	4,055	4,731	5,712	6,147
MAINE	0	0	0	672	1,267	934	1,350	1,898	2,385
MARYLAND	553	1,055	1,748	1,818	2,948	3,896	5,100	6,549	8,122
MASSACHUSETTS	1,602	2,379	3,216	3,072	5,580	5,314	7,921	10,390	12,036
MICHIGAN	269	957	1,778	3,576	5,668	7,500	9,623	11,736	14,604
MINNESOTA	309	717	1,410	2,309	3,781	4,199	4,328	5,619	7,087
MISSISSIPPI	7	22	51	621	1,419	3,776	5,079	5,112	5,091
MISSOURI	552	776	759	1,316	2,354	3,351	4,682	7,168	9,448
MONTANA	73	155	174	275	535	919	997	1,343	1,688
NEBRASKA	72	229	421	684	1,037	1,285	1,877	2,617	3,486
NEVADA	100	240	256	566	936	1,117	1,235	1,678	2,274
NEW HAMPSHIRE	105	203	353	404	692	804	870	1,289	1,708
NEW JERSEY	353	852	1,164	2,304	3,482	9,870	14,252	16,910	16,552
NEW MEXICO	9	26	32	958	1,346	1,260	1,755	2,635	3,430
NEW YORK	1,925	1,979	2,010	11,378	16,082	12,869	15,519	16,814	22,697
NORTH CAROLINA	125	312	437	2,464	4,534	7,170	9,312	11,298	12,225
NORTH DAKOTA	35	67	93	203	382	556	708	880	1,064
OHIO	0	0	0	2,587	4,217	9,543	12,866	16,521	19,417
OKLAHOMA	254	552	654	796	1,583	2,788	3,956	4,969	5,997
OREGON	167	440	664	1,123	1,644	1,821	2,667	4,135	5,647
PENNSYLVANIA	918	2,246	3,063	4,127	6,675	7,219	9,458	13,668	16,582
PUERTO RICO	0	0	0	1,017	1,554	2,013	1,217	1,652	2,004
RHODE ISLAND	85	238	349	344	728	1,054	1,298	1,580	1,879
SOUTH CAROLINA	257	547	595	1,135	2,940	5,097	6,196	7,238	7,120
SOUTH DAKOTA	19	100	167	364	807	1,061	1,295	1,363	1,455
TENNESSEE	265	740	1,054	1,364	2,654	5,722	7,617	8,996	9,601
TEXAS	1,305	3,126	4,245	5,316	9,390	14,677	20,459	26,996	32,040
UTAH	182	374	550	1,009	1,437	1,704	2,758	4,109	4,802
VERMONT	17	49	94	238	413	421	471	585	711
VIRGINIA	583	584	1,167	2,490	3,937	5,510	7,705	9,362	10,862
WASHINGTON	293	747	1,186	2,413	4,234	5,519	5,387	6,604	8,782
WEST VIRGINIA	354	419	534	580	1,182	2,229	2,635	3,199	3,591
WISCONSIN	358	964	1,676	2,537	4,543	5,570	6,252	6,831	7,697
WYOMING	69	123	235	404	566	514	574	842	1,042
AMERICAN SAMOA	0	0	0	11	14	7	14	22	27
GUAM	6	4	8	48	61	64	60	83	114
NORTHERN MARIANAS	4	19	21	30	4	12	12	13	36
PALAU	2	1	2	6	11	5	5	16	24
VIRGIN ISLANDS	0	0	0	29	52	40	37	64	108
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	284	462	472	651
U.S. AND OUTLYING AREAS	16,716	33,305	43,566	98,092	167,736	227,597	292,951	371,747	439,066
50 STATES, D.C., & P.R.	16,704	33,281	43,535	97,968	167,594	227,185	292,361	371,077	438,106

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES

DATA AS OF OCTOBER 1, 1994

SOURCE: AR_AA9.SFW

Table AA9

Number of Children Served Under IDEA, Part B and Chapter 1 of ESEA (SOP) by Age

During the 1993-94 School Year

STATE	9 YEARS OLD	10 YEARS OLD	11 YEARS OLD	12 YEARS OLD	13 YEARS OLD	14 YEARS OLD	15 YEARS OLD	16 YEARS OLD	17 YEARS OLD
ALABAMA	7,463	7,646	7,783	7,742	7,890	7,896	7,151	6,317	4,969
ALASKA	1,686	1,642	1,460	1,279	1,244	1,081	1,014	833	690
ARIZONA	6,571	6,541	6,030	5,663	5,281	4,597	4,034	3,306	2,568
ARKANSAS	3,901	4,052	4,273	4,192	4,149	4,084	3,861	3,531	2,772
CALIFORNIA	51,691	52,545	49,254	43,940	39,560	34,683	29,644	26,888	22,331
COLORADO	5,994	6,296	6,021	5,676	5,184	4,811	4,249	3,536	2,842
CONNECTICUT	5,872	5,883	5,685	5,417	5,247	5,296	5,066	4,567	3,778
DELAWARE	1,329	1,273	1,115	1,032	954	985	793	749	537
DISTRICT OF COLUMBIA	588	673	620	726	579	541	552	394	331
FLORIDA	26,829	27,069	25,115	22,803	20,956	19,127	16,666	13,827	10,285
GEORGIA	11,383	11,191	10,483	9,809	9,458	8,268	7,126	5,549	4,197
HAWAII	1,350	1,447	1,349	1,180	1,054	1,017	1,009	919	760
IDAHO	2,192	2,014	1,828	1,625	1,538	1,408	1,172	1,078	832
ILLINOIS	21,452	20,636	19,649	19,561	18,715	16,941	16,375	14,095	12,091
INDIANA	11,313	10,410	9,676	9,059	8,823	8,669	7,758	7,047	5,661
IOWA	5,347	5,250	5,028	4,861	4,984	4,856	4,384	4,077	3,168
KANSAS	4,776	4,492	4,064	3,605	3,525	3,288	2,952	2,641	2,108
KENTUCKY	5,913	5,504	5,643	5,250	5,442	5,245	4,853	4,209	3,229
LOUISIANA	6,394	6,609	6,801	6,862	6,890	6,644	5,894	5,143	3,779
MAINE	2,583	2,640	2,454	2,371	2,260	2,122	2,031	1,739	1,372
MARYLAND	8,691	8,602	8,235	7,594	7,289	6,640	5,957	5,289	4,145
MASSACHUSETTS	12,383	12,593	11,961	11,730	11,684	11,496	10,941	9,947	8,332
MICHIGAN	15,799	15,345	14,551	13,662	13,368	13,094	11,763	10,443	8,307
MINNESOTA	7,670	7,529	7,210	6,723	6,601	6,324	6,172	5,289	4,180
MISSISSIPPI	4,745	4,807	4,553	4,774	4,987	4,753	4,316	4,087	3,056
MISSOURI	10,212	10,515	10,189	9,547	9,431	8,826	7,980	6,689	5,120
MONTANA	1,633	1,604	1,415	1,335	1,282	1,287	1,177	954	839
NEBRASKA	3,625	3,605	3,309	2,926	2,702	2,365	2,097	1,813	1,469
NEVADA	2,483	2,418	2,199	2,024	1,779	1,567	1,466	1,183	937
NEW HAMPSHIRE	1,842	1,994	2,042	1,934	1,828	1,733	1,648	1,509	1,197
NEW JERSEY	15,502	14,330	13,586	13,103	13,383	13,044	12,069	11,439	9,497
NEW MEXICO	3,832	4,133	4,058	3,856	3,855	3,361	2,940	2,480	1,898
NEW YORK	27,651	28,886	30,230	27,816	27,054	27,125	27,180	26,118	19,876
NORTH CAROLINA	12,534	12,101	11,485	10,483	9,938	8,923	7,738	6,240	4,630
NORTH DAKOTA	992	1,023	974	973	877	888	769	712	642
OHIO	19,670	18,734	17,725	16,488	16,501	15,506	13,926	13,291	11,177
OKLAHOMA	6,645	6,728	6,454	5,965	5,610	5,117	4,526	4,153	3,393
OREGON	6,357	6,251	5,527	5,080	4,818	4,408	3,929	3,277	2,658
PENNSYLVANIA	17,759	16,932	16,087	15,534	15,559	15,382	14,167	13,661	11,078
PUERTO RICO	2,431	3,059	3,369	3,585	3,968	3,878	3,807	3,199	2,537
RHODE ISLAND	1,888	1,929	1,784	1,771	1,713	1,659	1,537	1,515	1,119
SOUTH CAROLINA	6,634	6,577	6,195	5,738	5,583	5,329	4,644	4,091	2,797
SOUTH DAKOTA	1,425	1,219	1,077	980	951	896	797	716	567
TENNESSEE	9,486	9,357	9,305	8,697	8,849	8,591	8,044	7,447	5,833
TEXAS	34,411	35,758	35,460	33,339	33,360	30,316	27,135	24,254	19,229
UTAH	5,035	4,917	4,716	4,013	3,786	3,456	2,835	2,642	2,042
VERMONT	882	878	939	871	848	797	681	595	492
VIRGINIA	11,650	11,149	10,782	10,202	9,523	8,978	7,933	7,423	6,036
WASHINGTON	9,451	9,099	8,315	7,499	7,017	6,262	5,358	5,014	4,023
WEST VIRGINIA	3,495	3,293	3,063	3,114	3,208	3,172	3,048	2,850	2,348
WISCONSIN	7,703	7,447	7,376	7,057	6,991	7,018	6,377	6,240	5,276
WYOMING	1,073	1,014	991	903	866	839	742	649	520
AMERICAN SAMOA	36	63	37	38	32	30	30	21	13
GUAM	149	162	171	139	127	133	107	119	98
NORTHERN MARIANAS	39	38	30	28	8	24	32	36	28
PALAU	28	35	29	41	31	53	52	25	30
VIRGIN ISLANDS	96	129	144	125	97	125	116	110	72
BUR. OF INDIAN AFFAIRS	651	652	626	495	535	431	409	392	306
U.S. AND OUTLYING AREAS	461,215	458,718	440,540	412,835	399,772	375,385	341,029	306,357	244,097
50 STATES, D.C., & P.R.	460,216	457,639	439,503	411,969	398,942	374,589	340,283	305,654	243,550

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AA9.SFW

Table AA9

Number of Children Served Under IDEA, Part B and Chapter 1 of ESEA (SOP) by Age

During the 1993-94 School Year

STATE	18 YEARS OLD	19 YEARS OLD	20 YEARS OLD	21 YEARS OLD	22 YEARS OLD
ALABAMA	3,418	1,340	378	94	0
ALASKA	392	118	43	48	8
ARIZONA	1,669	641	269	201	0
ARKANSAS	1,712	472	75	0	0
CALIFORNIA	12,535	3,923	2,151	1,642	221
COLORADO	1,853	557	260	72	0
CONNECTICUT	2,248	747	329	65	0
DELAWARE	397	132	75	35	1
DISTRICT OF COLUMBIA	267	121	83	58	15
FLORIDA	6,514	2,394	962	435	48
GEORGIA	2,707	1,123	420	172	0
HAWAII	298	123	17	0	0
IDAHO	516	157	44	6	0
ILLINOIS	6,919	2,208	1,126	217	0
INDIANA	4,026	1,404	503	330	0
IOWA	2,097	671	265	63	9
KANSAS	1,386	358	140	40	8
KENTUCKY	2,182	749	241	65	2
LOUISIANA	2,378	1,096	491	277	67
MAINE	891	318	47	6	0
MARYLAND	2,368	803	466	130	0
MASSACHUSETTS	4,883	1,505	763	547	0
MICHIGAN	5,460	1,886	1,010	852	3,036
MINNESOTA	2,300	735	392	34	4
MISSISSIPPI	2,047	643	175	32	0
MISSOURI	3,411	1,160	429	93	5
MONTANA	519	140	47	10	0
NEBRASKA	995	319	138	41	0
NEVADA	529	152	77	26	0
NEW HAMPSHIRE	864	253	82	0	0
NEW JERSEY	5,356	1,756	838	361	0
NEW MEXICO	1,083	356	138	33	2
NEW YORK	13,373	5,839	2,668	608	0
NORTH CAROLINA	2,968	1,067	419	110	7
NORTH DAKOTA	397	150	43	12	1
OHIO	7,547	2,463	962	734	0
OKLAHOMA	2,214	579	148	49	16
OREGON	1,580	623	317	79	5
PENNSYLVANIA	7,245	2,226	990	250	0
PUERTO RICO	1,897	1,265	789	539	353
RHODE ISLAND	705	240	154	13	0
SOUTH CAROLINA	1,805	771	360	81	2
SOUTH DAKOTA	402	148	73	25	0
TENNESSEE	3,557	1,191	444	332	15
TEXAS	13,027	5,095	1,926	1,053	0
UTAH	896	300	228	159	38
VERMONT	314	85	46	25	3
VIRGINIA	3,632	1,269	506	316	50
WASHINGTON	2,624	897	442	88	0
WEST VIRGINIA	1,531	486	153	44	6
WISCONSIN	3,172	862	368	97	0
WYOMING	334	138	42	0	0
AMERICAN SAMOA	15	6	2	0	0
GUAM	71	36	10	12	8
NORTHERN MARIANAS	18	16	4	0	0
PALAU	17	12	13	9	1
VIRGIN ISLANDS	52	23	17	10	0
BUR. OF INDIAN AFFAIRS	213	112	29	11	0
U.S. AND OUTLYING AREAS	153,826	54,259	23,627	10,641	3,931
50 STATES, D.C., & P.R.	153,440	54,054	23,552	10,599	3,922

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AA9.SFW

Table AA10

Number and Change in Number of Children Served Under IDEA, Part B and Chapter 1 of ESEA (SOP)

ALL DISABILITIES

STATE	NUMBER SERVED 1976-77	 1992-93	 1993-94	CHANGE IN NUMBER SERVED 1976-77 - 1993-94	 1992-93 - 1993-94	PERCENTAGE CHANGE IN NUMBER SERVED 1976-77 - 1993-94	 1992-93 - 1993-94
ALABAMA	53,987	97,363	99,760	45,773	2,397	84.79	2.46
ALASKA	9,597	17,358	18,006	8,409	648	87.62	3.73
ARIZONA	43,045	65,380	69,530	26,485	4,150	61.53	6.35
ARKANSAS	28,487	51,669	53,187	24,700	1,518	86.71	2.94
CALIFORNIA	332,291	513,757	533,807	201,516	20,050	60.64	3.90
COLORADO	47,943	63,354	66,595	18,652	3,241	38.90	5.12
CONNECTICUT	62,085	68,492	71,863	9,778	3,371	15.75	4.92
DELAWARE	14,307	14,172	15,196	889	1,024	6.21	7.23
DISTRICT OF COLUMBIA	9,261	7,053	6,994	-2,267	-59	-24.48	-0.84
FLORIDA	117,257	263,588	289,539	172,282	25,951	146.93	9.85
GEORGIA	85,209	115,878	123,143	37,934	7,265	44.52	6.27
HAWAII	10,544	14,577	15,248	4,704	671	44.61	4.60
IDAHO	14,573	23,302	23,536	8,963	234	61.50	1.00
ILLINOIS	229,797	247,881	257,986	28,189	10,105	12.27	4.08
INDIANA	87,644	124,180	127,961	40,317	3,781	46.00	3.04
IOWA	51,055	62,531	63,373	12,318	842	24.13	1.35
KANSAS	37,623	48,873	50,438	12,815	1,565	34.06	3.20
KENTUCKY	57,057	81,604	80,539	23,482	-1,065	41.16	-1.31
LOUISIANA	86,989	82,150	86,931	-58	4,781	-0.07	5.82
MAINE	23,701	29,005	29,350	5,649	345	23.83	1.19
MARYLAND	84,184	94,922	97,998	13,814	3,076	16.41	3.24
MASSACHUSETTS	131,992	157,839	160,275	28,283	2,436	21.43	1.54
MICHIGAN	153,113	176,833	181,251	28,138	4,418	18.38	2.50
MINNESOTA	72,136	86,340	90,918	18,782	4,578	26.04	5.30
MISSISSIPPI	29,219	62,929	64,153	34,934	1,224	119.56	1.95
MISSOURI	94,387	109,199	114,008	19,621	4,809	20.79	4.40
MONTANA	8,610	18,725	18,401	9,791	-324	113.72	-1.73
NEBRASKA	25,270	35,704	37,112	11,842	1,408	46.86	3.94
NEVADA	11,133	23,074	25,242	14,109	2,168	126.73	9.40
NEW HAMPSHIRE	9,916	22,323	23,354	13,438	1,031	135.52	4.62
NEW JERSEY	145,077	188,511	190,003	44,926	1,492	30.97	0.79
NEW MEXICO	15,149	40,926	43,474	28,325	2,548	186.98	6.23
NEW YORK	240,250	336,051	365,697	125,447	29,646	52.22	8.82
NORTH CAROLINA	98,035	132,861	136,513	38,478	3,652	39.25	2.75
NORTH DAKOTA	8,976	12,714	12,440	3,464	-274	38.59	-2.16
OHIO	168,314	216,745	219,875	51,561	3,130	30.63	1.44
OKLAHOMA	44,181	71,603	73,130	28,949	1,527	65.52	2.13
OREGON	37,258	58,016	63,212	25,954	5,196	69.66	8.96
PENNSYLVANIA	206,792	209,578	210,826	4,034	1,248	1.95	0.60
PUERTO RICO	11,200	34,402	43,780	32,580	9,378	290.89	27.26
RHODE ISLAND	15,971	22,460	23,582	7,611	1,122	47.66	5.00
SOUTH CAROLINA	72,357	80,713	81,930	9,573	1,217	13.23	1.51
SOUTH DAKOTA	9,936	15,536	15,907	5,971	371	60.09	2.39
TENNESSEE	99,251	115,232	119,146	19,895	3,914	20.05	3.40
TEXAS	233,552	389,643	411,917	178,365	22,274	76.37	5.72
UTAH	37,204	51,995	51,950	14,746	-45	39.64	-0.09
VERMONT	6,382	10,448	10,452	4,070	4	63.77	0.04
VIRGINIA	77,616	126,033	131,599	53,983	5,566	69.55	4.42
WASHINGTON	57,705	96,334	101,254	43,549	4,920	75.47	5.11
WEST VIRGINIA	30,135	45,345	44,528	14,393	-817	47.76	-1.80
WISCONSIN	58,019	97,626	102,412	44,393	4,786	76.51	4.90
WYOMING	7,261	12,228	12,480	5,219	252	71.88	2.06
AMERICAN SAMOA	139	404	418	279	14	200.72	3.47
GUAM	2,597	1,621	1,782	-815	161	-31.38	9.93
NORTHERN MARIANAS	0	374	452	452	78	100.00	20.86
PALAU	1,120	390	447	-673	57	-60.09	14.62
VIRGIN ISLANDS	1,712	1,528	1,446	-266	-82	-15.54	-5.37
BUR. OF INDIAN AFFAIRS	0	6,578	6,731	6,731	153	100.00	2.33
U.S. AND OUTLYING AREAS	3,708,601	5,155,950	5,373,077	1,664,476	217,127	44.88	4.21
50 STATES, D.C., & P.R.	3,703,033	5,145,055	5,361,801	1,658,768	216,746	44.79	4.21

THE FIGURES FOR YEARS PRIOR TO 1988-89 REPRESENT CHILDREN AGE 3 THROUGH 21 SERVED UNDER IDEA, PART B AND CHILDREN FROM BIRTH THROUGH AGE 20 SERVED UNDER CHAPTER 1 OF ESEA (SOP). THE FIGURES FOR YEARS 1988-89 AND LATER REPRESENT CHILDREN AGE 3 THROUGH 21 SERVED UNDER IDEA, PART B AND CHILDREN FROM BIRTH THROUGH AGE 21 SERVED UNDER CHAPTER 1 OF ESEA (SOP).

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AA10.SFW

Table AA11

Number and Change in Number of Children Age 6-21 Served Under IDEA, Part B

ALL DISABILITIES

	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
STATE	1976-77	1992-93	1993-94	1976-77 - 1993-94	1992-93 - 1993-94	1976-77 - 1993-94	1992-93 - 1993-94
ALABAMA	52,353	87,804	89,715	37,362	1,911	71.37	2.18
ALASKA	7,007	12,446	12,637	5,630	191	80.35	1.53
ARIZONA	41,123	57,688	61,259	20,136	3,571	48.97	6.19
ARKANSAS	24,264	43,222	44,645	20,381	1,423	84.00	3.29
CALIFORNIA	301,836	462,886	478,464	176,628	15,578	58.52	3.37
COLORADO	42,366	54,115	56,748	14,382	2,633	33.95	4.87
CONNECTICUT	58,171	58,096	60,717	2,546	2,621	4.38	4.51
DELAWARE	11,979	9,853	10,506	-1,473	653	-12.30	6.63
DISTRICT OF COLUMBIA	5,551	2,046	1,817	-3,734	-229	-67.27	-11.19
FLORIDA	106,268	237,287	252,348	146,080	15,061	137.46	6.35
GEORGIA	79,138	103,508	109,335	30,197	5,827	38.16	5.63
HAWAII	9,548	12,640	13,051	3,503	411	36.69	3.25
IDAHO	13,412	19,551	19,650	6,238	99	46.51	0.51
ILLINOIS	187,690	178,586	188,427	737	9,841	0.39	5.51
INDIANA	80,426	106,793	109,572	29,146	2,779	36.24	2.60
IOWA	45,929	55,714	56,235	10,306	521	22.44	0.94
KANSAS	33,230	41,365	42,105	8,875	740	26.71	1.79
KENTUCKY	52,926	66,221	66,826	13,900	605	26.26	0.91
LOUISIANA	77,169	69,760	75,848	-1,321	6,088	-1.71	8.73
MAINE	21,455	25,375	25,628	4,173	253	19.45	1.00
MARYLAND	79,144	82,507	84,629	5,485	2,122	6.93	2.57
MASSACHUSETTS	113,273	126,526	127,098	13,825	572	12.21	0.45
MICHIGAN	127,123	146,635	150,585	23,462	3,950	18.46	2.69
MINNESOTA	66,592	73,939	77,827	11,235	3,888	16.87	5.26
MISSISSIPPI	26,443	57,080	57,731	31,288	651	118.32	1.14
MISSOURI	84,525	99,831	103,225	18,700	3,394	22.12	3.40
MONTANA	7,645	16,406	16,160	8,515	-246	111.38	-1.50
NEBRASKA	22,256	31,925	33,236	10,980	1,311	49.34	4.11
NEVADA	9,395	20,092	22,005	12,610	1,913	134.22	9.52
NEW HAMPSHIRE	8,385	19,048	19,868	11,483	820	136.95	4.30
NEW JERSEY	132,769	167,252	169,951	37,182	2,699	28.01	1.61
NEW MEXICO	13,832	37,557	39,644	25,812	2,087	186.61	5.56
NEW YORK	214,522	285,836	306,834	92,312	20,998	43.03	7.35
NORTH CAROLINA	87,034	117,783	120,958	33,924	3,175	38.98	2.70
NORTH DAKOTA	8,070	10,835	10,880	2,810	45	34.82	0.42
OHIO	150,451	195,757	198,743	48,292	2,986	32.10	1.53
OKLAHOMA	39,898	64,273	66,025	26,127	1,752	65.48	2.73
OREGON	31,244	47,144	48,830	17,586	1,686	56.29	3.58
PENNSYLVANIA	182,012	171,207	172,027	-9,985	820	-5.49	0.48
PUERTO RICO	9,522	28,910	39,196	29,674	10,286	311.64	35.58
RHODE ISLAND	13,928	19,345	20,035	6,107	690	43.85	3.57
SOUTH CAROLINA	65,670	70,418	70,836	5,166	418	7.87	0.59
SOUTH DAKOTA	8,741	12,639	13,006	4,265	367	48.79	2.90
TENNESSEE	89,849	103,311	105,935	16,086	2,624	17.90	2.54
TEXAS	193,937	348,277	367,854	173,917	19,577	89.68	5.62
UTAH	34,585	45,527	46,091	11,506	564	33.27	1.24
VERMONT	3,549	8,027	8,128	4,579	101	129.02	1.26
VIRGINIA	69,817	111,654	116,380	46,563	4,726	66.69	4.23
WASHINGTON	53,248	80,906	84,921	31,673	4,015	59.48	4.96
WEST VIRGINIA	28,221	40,057	38,730	10,509	-1,327	37.24	-3.31
WISCONSIN	50,058	81,454	84,904	34,846	3,450	69.61	4.24
WYOMING	6,440	10,336	10,545	4,105	209	63.74	2.02
AMERICAN SAMOA	131	334	386	255	52	194.66	15.57
GUAM	2,279	1,290	1,473	-806	183	-35.37	14.19
NORTHERN MARIANAS	0	155	181	181	26	100.00	16.77
PALAU	983	174	292	-691	118	-70.30	67.82
VIRGIN ISLANDS	1,141	1,303	1,206	65	-97	5.70	-7.44
BUR. OF INDIAN AFFAIRS	0	6,578	6,447	6,447	-131	100.00	-1.99
U.S. AND OUTLYING AREAS	3,288,553	4,447,284	4,618,335	1,329,782	171,051	40.44	3.85
50 STATES, D.C., & P.R.	3,284,019	4,437,450	4,608,350	1,324,331	170,900	40.33	3.85

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AA11.SFW

Table AA11

Number and Change in Number of Children Age 6-21 Served Under IDEA, Part B

SPECIFIC LEARNING DISABILITIES

STATE	NUMBER SERVED 1976-77	NUMBER SERVED 1992-93	NUMBER SERVED 1993-94	CHANGE IN NUMBER SERVED 1976-77 - 1993-94	CHANGE IN NUMBER SERVED 1992-93 - 1993-94	PERCENTAGE CHANGE IN NUMBER SERVED 1976-77 - 1993-94	PERCENTAGE CHANGE IN NUMBER SERVED 1992-93 - 1993-94
ALABAMA	5,407	36,718	38,208	32,801	1,490	606.64	4.06
ALASKA	3,873	7,813	7,953	4,080	140	105.34	1.79
ARIZONA	17,161	34,534	36,222	19,061	1,688	111.07	4.89
ARKANSAS	5,061	25,764	25,768	20,707	4	409.15	0.02
CALIFORNIA	73,416	283,717	293,650	220,234	9,933	299.98	3.50
COLORADO	16,360	31,124	32,954	16,594	1,830	101.43	5.88
CONNECTICUT	19,065	31,493	32,450	13,385	957	70.21	3.04
DELAWARE	4,345	6,986	7,384	3,039	398	69.94	5.70
DISTRICT OF COLUMBIA	1,591	1,593	1,531	-60	-62	-3.77	-3.89
FLORIDA	31,687	111,032	118,123	86,436	7,091	272.78	6.39
GEORGIA	15,558	34,089	36,061	20,503	1,972	131.78	5.78
HAWAII	4,867	7,326	7,254	2,387	-72	49.04	-0.98
IDAHO	5,551	11,867	11,865	6,314	-2	113.75	-0.02
ILLINOIS	51,644	97,621	102,991	51,347	5,370	99.42	5.50
INDIANA	5,381	47,419	48,692	43,311	1,273	804.89	2.68
IOWA	17,173	26,597	26,620	9,447	23	55.01	0.09
KANSAS	8,240	18,974	19,523	11,283	549	136.93	2.89
KENTUCKY	7,399	23,290	22,927	15,528	-363	209.87	-1.56
LOUISIANA	10,662	32,202	34,467	23,805	2,265	223.27	7.03
MAINE	7,125	12,172	12,224	5,099	52	71.56	0.43
MARYLAND	28,938	42,766	42,591	13,653	-175	47.18	-0.41
MASSACHUSETTS	17,795	77,459	77,838	60,043	379	337.42	0.49
MICHIGAN	27,226	76,408	77,869	50,643	1,461	186.01	1.91
MINNESOTA	21,236	32,711	34,124	12,888	1,413	60.69	4.32
MISSISSIPPI	2,728	30,560	30,947	28,219	387	1,034.42	1.27
MISSOURI	21,988	53,587	56,106	34,118	2,519	155.17	4.70
MONTANA	2,765	9,576	9,886	7,121	310	257.54	3.24
NEBRASKA	5,360	14,486	14,864	9,504	378	177.31	2.61
NEVADA	4,646	12,478	13,754	9,108	1,276	196.04	10.23
NEW HAMPSHIRE	3,059	11,471	11,596	8,537	125	279.08	1.09
NEW JERSEY	32,680	91,234	93,248	60,568	2,014	185.34	2.21
NEW MEXICO	6,137	18,538	20,287	14,150	1,749	230.57	9.43
NEW YORK	33,880	178,110	184,602	150,722	6,492	444.87	3.64
NORTH CAROLINA	17,501	55,891	54,960	37,459	-931	214.04	-1.67
NORTH DAKOTA	2,378	5,669	5,607	3,229	-62	135.79	-1.09
OHIO	32,334	77,854	77,875	45,541	21	140.85	0.03
OKLAHOMA	14,776	33,560	34,808	20,032	1,248	135.57	3.72
OREGON	10,905	29,026	29,701	18,796	675	172.36	2.33
PENNSYLVANIA	19,451	83,618	86,685	67,234	3,067	345.66	3.67
PUERTO RICO	972	10,246	14,477	13,505	4,231	1,389.40	41.29
RHODE ISLAND	4,430	12,465	12,948	8,518	483	192.28	3.87
SOUTH CAROLINA	10,777	31,084	30,669	19,892	-415	184.58	-1.34
SOUTH DAKOTA	1,166	6,472	6,806	5,640	334	483.70	5.16
TENNESSEE	34,923	56,468	56,750	21,827	282	62.50	0.50
TEXAS	48,469	209,914	222,109	173,640	12,195	358.25	5.81
UTAH	13,194	25,551	26,318	13,124	767	99.47	3.00
VERMONT	1,925	4,395	4,162	2,237	-233	116.21	-5.30
VIRGINIA	15,928	58,403	60,631	44,703	2,228	280.66	3.81
WASHINGTON	10,016	40,159	41,053	31,037	894	309.87	2.23
WEST VIRGINIA	5,713	18,762	17,914	12,201	-848	213.57	-4.52
WISCONSIN	14,199	27,416	28,603	14,404	1,187	101.44	4.33
WYOMING	3,034	5,521	5,546	2,512	25	82.79	0.45
AMERICAN SAMOA	37	159	113	76	-46	205.41	-28.93
GUAM	148	898	1,034	886	136	598.65	15.14
NORTHERN MARIANAS	0	80	109	109	29	100.00	36.25
PALAU	257	127	221	-36	94	-14.01	74.02
VIRGIN ISLANDS	176	464	434	258	-30	146.59	-6.47
BUR. OF INDIAN AFFAIRS	0	3,660	3,787	3,787	127	100.00	3.47
U.S. AND OUTLYING AREAS	782,713	2,329,577	2,407,899	1,625,186	78,322	207.63	3.36
50 STATES, D.C., & P.R.	782,095	2,324,189	2,402,201	1,620,106	78,012	207.15	3.36

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AA11.SFW

Table AA11

Number and Change in Number of Children Age 6-21 Served Under IDEA, Part B

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	NUMBER SERVED 1976-77	NUMBER SERVED 1992-93	NUMBER SERVED 1993-94	CHANGE IN NUMBER SERVED 1976-77 - 1993-94	CHANGE IN NUMBER SERVED 1992-93 - 1993-94	PERCENTAGE CHANGE IN NUMBER SERVED 1976-77 - 1993-94	PERCENTAGE CHANGE IN NUMBER SERVED 1992-93 - 1993-94
ALABAMA	14,010	17,779	17,436	3,426	-343	24.45	-1.93
ALASKA	1,621	2,678	2,687	1,066	9	65.76	0.34
ARIZONA	11,282	11,322	11,681	399	359	3.54	3.17
ARKANSAS	6,856	6,689	6,659	-197	-30	-2.87	-0.45
CALIFORNIA	109,617	102,956	105,696	-3,921	2,740	-3.58	2.66
COLORADO	12,358	8,180	8,628	-3,730	448	-30.18	5.48
CONNECTICUT	15,914	10,189	10,488	-5,426	299	-34.10	2.93
DELAWARE	3,003	1,506	1,585	-1,418	79	-47.22	5.25
DISTRICT OF COLUMBIA	1,989	296	138	-1,851	-158	-93.06	-53.38
FLORIDA	33,035	67,274	69,335	36,300	2,061	109.88	3.06
GEORGIA	21,181	22,929	23,980	2,799	1,051	13.21	4.58
HAWAII	2,359	2,054	2,184	-175	130	-7.42	6.33
IDAHO	3,031	3,558	3,424	393	-134	12.97	-3.77
ILLINOIS	66,172	50,652	53,456	-12,716	2,804	-19.22	5.54
INDIANA	47,848	34,602	34,175	-13,673	-427	-28.58	-1.23
IOWA	14,698	8,614	8,584	-6,114	-30	-41.60	-0.35
KANSAS	13,378	10,409	10,176	-3,202	-233	-23.93	-2.24
KENTUCKY	20,579	20,053	18,348	-2,231	-1,705	-10.84	-8.50
LOUISIANA	39,980	17,206	16,788	-23,192	-418	-58.01	-2.43
MAINE	5,595	6,118	6,004	409	-114	7.31	-1.86
MARYLAND	29,678	22,751	23,375	-6,303	624	-21.24	2.74
MASSACHUSETTS	33,665	19,734	19,743	-13,922	9	-41.35	0.05
MICHIGAN	56,929	33,439	34,214	-22,715	775	-39.90	2.32
MINNESOTA	23,621	13,217	13,491	-10,130	274	-42.89	2.07
MISSISSIPPI	8,923	17,541	17,442	8,519	-99	95.47	-0.56
MISSOURI	32,199	23,069	23,148	-9,051	79	-28.11	0.34
MONTANA	2,336	3,745	3,159	823	-586	35.23	-15.65
NEBRASKA	8,319	8,116	8,371	52	255	0.63	3.14
NEVADA	2,743	4,012	4,286	1,543	274	56.25	6.83
NEW HAMPSHIRE	1,239	4,028	4,312	3,073	284	248.02	7.05
NEW JERSEY	65,675	47,980	47,003	-18,672	-977	-28.43	-2.04
NEW MEXICO	1,709	11,313	11,535	9,826	222	574.96	1.96
NEW YORK	59,238	29,419	33,488	-25,750	4,069	-43.47	13.83
NORTH CAROLINA	23,653	24,877	25,248	1,595	371	6.74	1.49
NORTH DAKOTA	3,706	3,301	3,128	-578	-173	-15.60	-5.24
OHIO	55,467	51,288	50,885	-4,582	-403	-8.26	-0.79
OKLAHOMA	11,955	14,530	14,232	2,277	-298	19.05	-2.05
OREGON	9,691	12,701	12,596	2,905	-105	29.98	-0.83
PENNSYLVANIA	91,348	43,246	41,645	-49,703	-1,601	-54.41	-3.70
PUERTO RICO	187	1,690	2,885	2,698	1,195	1,442.78	70.71
RHODE ISLAND	4,662	3,696	3,710	-952	14	-20.42	0.38
SOUTH CAROLINA	20,371	17,969	17,822	-2,549	-147	-12.51	-0.82
SOUTH DAKOTA	5,667	3,531	3,517	-2,150	-14	-37.94	-0.40
TENNESSEE	25,444	24,411	24,381	-1,063	-30	-4.18	-0.12
TEXAS	65,363	62,863	64,284	-1,079	1,421	-1.65	2.26
UTAH	5,951	7,526	7,582	1,631	56	27.41	0.74
VERMONT	1,405	1,603	1,583	178	-20	12.67	-1.25
VIRGINIA	27,267	24,868	24,994	-2,273	126	-8.34	0.51
WASHINGTON	24,001	15,439	15,781	-8,220	342	-34.25	2.22
WEST VIRGINIA	9,335	10,990	10,618	1,283	-372	13.74	-3.38
WISCONSIN	12,696	15,716	15,895	3,199	179	25.20	1.14
WYOMING	1,582	2,819	2,859	1,277	40	80.72	1.42
AMERICAN SAMOA	0	72	132	132	60	100.00	83.33
GUAM	481	195	207	-274	12	-56.96	6.15
NORTHERN MARIANAS	0	12	12	12	0	100.00	100.00
PALAU	41	13	15	-26	2	-63.41	15.38
VIRGIN ISLANDS	325	111	132	-193	21	-59.38	18.92
BUR. OF INDIAN AFFAIRS	0	1,743	1,287	1,287	-456	100.00	-26.16
U.S. AND OUTLYING AREAS	1,171,378	988,638	1,000,449	-170,929	11,811	-14.59	1.19
50 STATES, D.C., & P.R.	1,170,531	986,492	998,664	-171,867	12,172	-14.68	1.23

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AA11.SFW

Table AA11

Number and Change in Number of Children Age 6-21 Served Under IDEA, Part B

MENTAL RETARDATION

STATE	NUMBER SERVED 1976-77	NUMBER SERVED 1992-93	NUMBER SERVED 1993-94	CHANGE IN NUMBER SERVED 1976-77 - 1993-94	CHANGE IN NUMBER SERVED 1992-93 - 1993-94	PERCENTAGE CHANGE IN NUMBER SERVED 1976-77 - 1993-94	PERCENTAGE CHANGE IN NUMBER SERVED 1992-93 - 1993-94
ALABAMA	30,650	24,541	24,803	-5,847	262	-19.08	1.07
ALASKA	860	413	475	-385	62	-44.77	15.01
ARIZONA	7,821	5,158	5,594	-2,227	436	-28.47	8.45
ARKANSAS	11,538	8,943	9,649	-1,889	706	-16.37	7.89
CALIFORNIA	37,439	25,757	25,859	-11,580	102	-30.93	0.40
COLORADO	6,518	2,147	2,197	-4,321	50	-66.29	2.33
CONNECTICUT	8,479	3,384	3,829	-4,650	445	-54.84	13.15
DELAWARE	2,207	668	782	-1,425	114	-64.57	17.07
DISTRICT OF COLUMBIA	1,251	62	64	-1,187	2	-94.88	3.23
FLORIDA	29,603	24,437	27,369	-2,234	2,932	-7.55	12.00
GEORGIA	30,276	22,974	24,226	-6,050	1,252	-19.98	5.45
HAWAII	1,970	1,319	1,499	-471	180	-23.91	13.65
IDAHO	3,306	2,622	2,727	-579	105	-17.51	4.00
ILLINOIS	39,109	13,369	14,106	-25,003	737	-63.93	5.51
INDIANA	23,631	15,828	16,538	-7,093	710	-30.02	4.49
IOWA	11,588	10,797	11,201	-387	404	-3.34	3.74
KANSAS	7,709	4,901	4,838	-2,871	-63	-37.24	-1.29
KENTUCKY	20,566	17,062	18,106	-2,460	1,044	-11.96	6.12
LOUISIANA	20,419	10,349	11,948	-8,471	1,599	-41.49	15.45
MAINE	4,785	1,501	1,371	-3,414	-130	-71.35	-8.66
MARYLAND	15,269	5,123	5,350	-9,919	227	-64.96	4.43
MASSACHUSETTS	28,318	12,197	12,270	-16,048	73	-56.67	0.60
MICHIGAN	23,110	12,803	13,730	-9,380	927	-40.59	7.24
MINNESOTA	13,691	9,783	9,718	-3,973	-65	-29.02	-0.66
MISSISSIPPI	14,169	6,934	7,157	-7,012	223	-49.49	3.22
MISSOURI	21,845	10,687	10,855	-10,990	168	-50.31	1.57
MONTANA	1,784	1,182	1,195	-589	13	-33.02	1.10
NEBRASKA	7,046	4,416	4,808	-2,238	392	-31.76	8.88
NEVADA	1,188	1,284	1,405	217	121	18.27	9.42
NEW HAMPSHIRE	2,303	706	706	-1,597	0	-69.34	100.00
NEW JERSEY	17,791	3,830	4,519	-13,272	689	-74.60	17.99
NEW MEXICO	4,140	1,936	1,895	-2,245	-41	-54.23	-2.12
NEW YORK	45,211	15,939	17,250	-27,961	1,311	-61.85	8.23
NORTH CAROLINA	41,965	20,460	22,193	-19,772	1,733	-47.12	8.47
NORTH DAKOTA	1,601	1,060	1,161	-440	101	-27.48	9.53
OHIO	54,567	43,509	45,230	-9,337	1,721	-17.11	3.96
OKLAHOMA	11,579	11,514	11,844	265	330	2.29	2.87
OREGON	5,137	1,554	1,752	-3,385	198	-65.89	12.74
PENNSYLVANIA	49,093	24,303	23,952	-25,141	-351	-51.21	-1.44
PUERTO RICO	7,263	12,935	16,287	9,024	3,352	124.25	25.91
RHODE ISLAND	2,113	939	957	-1,156	18	-54.71	1.92
SOUTH CAROLINA	27,468	13,873	14,648	-12,820	775	-46.67	5.59
SOUTH DAKOTA	1,310	1,311	1,321	11	10	0.84	0.76
TENNESSEE	22,004	12,279	12,982	-9,022	703	-41.00	5.73
TEXAS	36,422	22,542	23,165	-13,257	623	-36.40	2.76
UTAH	4,436	3,039	3,341	-1,095	302	-24.68	9.94
VERMONT	83	852	892	809	40	974.70	4.69
VIRGINIA	20,244	12,563	13,040	-7,204	477	-35.59	3.80
WASHINGTON	9,383	6,765	7,133	-2,250	368	-23.98	5.44
WEST VIRGINIA	11,279	7,293	7,154	-4,125	-139	-36.57	-1.91
WISCONSIN	16,217	4,187	4,380	-11,837	193	-72.99	4.61
WYOMING	964	614	636	-328	22	-34.02	3.58
AMERICAN SAMOA	65	60	88	23	28	35.38	46.67
GUAM	512	118	152	-360	34	-70.31	28.81
NORTHERN MARIANAS	0	18	7	7	-11	100.00	-61.11
PALAU	495	7	8	-487	1	-98.38	14.29
VIRGIN ISLANDS	500	599	576	76	-23	15.20	-3.84
BUR. OF INDIAN AFFAIRS	0	359	389	389	30	100.00	8.36
U.S. AND OUTLYING AREAS	820,290	485,805	511,327	-308,963	25,522	-37.67	5.25
50 STATES, D.C., & P.R.	818,718	484,644	510,107	-308,611	25,463	-37.69	5.25

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DATA AS OF OCTOBER 1, 1994

SOURCE: AR_AA11.SFW

Table AA11

Number and Change in Number of Children Age 6-21 Served Under IDEA, Part B

SERIOUS EMOTIONAL DISTURBANCE

STATE	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
	1976-77	1992-93	1993-94	1976-77 - 1993-94	1992-93 - 1993-94	1976-77 - 1993-94	1992-93 - 1993-94
ALABAMA	803	5,118	5,326	4,523	208	563.26	4.06
ALASKA	234	646	687	453	41	193.59	6.35
ARIZONA	3,576	3,464	3,995	419	531	11.72	15.33
ARKANSAS	185	298	352	167	54	90.27	18.12
CALIFORNIA	20,766	14,163	15,278	-5,488	1,115	-26.43	7.87
COLORADO	4,434	8,027	8,129	3,695	102	83.33	1.27
CONNECTICUT	9,969	10,126	10,242	273	116	2.74	1.15
DELAWARE	2,366	521	487	-1,879	-34	-79.42	-6.53
DISTRICT OF COLUMBIA	447	48	55	-392	7	-87.70	14.58
FLORIDA	7,009	27,382	29,237	22,228	1,855	317.14	6.77
GEORGIA	8,271	20,262	21,088	12,817	826	154.96	4.08
HAWAII	136	1,124	1,211	1,075	87	790.44	7.74
IDAHO	505	367	409	-96	42	-19.01	11.44
ILLINOIS	24,803	13,222	13,949	-10,854	727	-43.76	5.50
INDIANA	1,073	6,302	6,884	5,811	582	541.57	9.24
IOWA	1,520	7,361	7,266	5,746	-95	378.03	-1.29
KANSAS	1,626	4,028	4,101	2,475	73	152.21	1.81
KENTUCKY	1,448	3,256	3,957	2,509	701	173.27	21.53
LOUISIANA	3,257	4,610	5,313	2,056	703	63.13	15.25
MAINE	2,501	3,625	3,669	1,168	44	46.70	1.21
MARYLAND	2,906	4,948	5,345	2,439	397	83.93	8.02
MASSACHUSETTS	19,676	10,699	10,771	-8,905	72	-45.26	0.67
MICHIGAN	11,947	15,583	15,210	3,263	-373	27.31	-2.39
MINNESOTA	4,237	13,854	15,157	10,920	1,303	257.73	9.41
MISSISSIPPI	38	229	243	205	14	539.47	6.11
MISSOURI	4,723	9,045	9,085	4,362	40	92.36	0.44
MONTANA	280	875	966	686	91	245.00	10.40
NEBRASKA	892	2,602	2,677	1,785	75	200.11	2.88
NEVADA	280	1,117	1,235	955	118	341.07	10.56
NEW HAMPSHIRE	465	1,771	1,822	1,357	51	291.83	2.88
NEW JERSEY	10,421	13,505	13,228	2,807	-277	26.94	-2.05
NEW MEXICO	1,225	3,511	3,381	2,156	-130	176.00	-3.70
NEW YORK	40,906	41,062	42,316	1,410	1,254	3.45	3.05
NORTH CAROLINA	1,420	9,460	9,602	8,182	142	576.20	1.50
NORTH DAKOTA	164	486	552	388	66	236.59	13.58
OHIO	1,574	9,703	10,535	8,961	832	569.31	8.57
OKLAHOMA	402	1,926	2,208	1,806	282	449.25	14.64
OREGON	2,096	2,493	2,623	527	130	25.14	5.21
PENNSYLVANIA	7,168	14,535	14,628	7,460	93	104.07	0.64
PUERTO RICO	306	695	976	670	281	218.95	40.43
RHODE ISLAND	887	1,473	1,489	602	16	67.87	1.09
SOUTH CAROLINA	3,961	5,057	5,028	1,067	-29	26.94	-0.57
SOUTH DAKOTA	110	463	511	401	48	364.55	10.37
TENNESSEE	1,936	2,590	2,794	858	204	44.32	7.88
TEXAS	8,127	29,593	31,774	23,647	2,181	290.97	7.37
UTAH	10,030	6,701	5,886	-4,144	-815	-41.32	-12.16
VERMONT	38	785	1,003	965	218	2,539.47	27.77
VIRGINIA	3,205	9,927	10,596	7,391	669	230.61	6.74
WASHINGTON	5,721	5,065	5,403	-318	338	-5.56	6.67
WEST VIRGINIA	585	2,101	1,956	1,371	-145	234.36	-6.90
WISCONSIN	4,299	12,053	12,370	8,071	317	187.74	2.63
WYOMING	389	673	722	333	49	85.60	7.28
AMERICAN SAMOA	0	26	21	21	-5	100.00	-19.23
GUAM	23	5	5	-18	0	-78.26	100.00
NORTHERN MARIANAS	0	2	3	3	1	100.00	50.00
PALAU	70	4	7	-63	3	-90.00	75.00
VIRGIN ISLANDS	45	33	14	-31	-19	-68.89	-57.58
BUR. OF INDIAN AFFAIRS	0	447	484	484	37	100.00	8.28
U.S. AND OUTLYING AREAS	245,481	369,047	384,261	138,780	15,214	56.53	4.12
50 STATES, D.C., & P.R.	245,343	368,530	383,727	138,384	15,197	56.40	4.12

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994

SOURCE: AR_AA11.SFW

Table AA11

Number and Change in Number of Children Age 6-21 Served Under IDEA, Part B

MULTIPLE DISABILITIES

STATE	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
	1976-77	1992-93	1993-94	1976-77 - 1993-94	1992-93 - 1993-94	1976-77 - 1993-94	1992-93 - 1993-94
ALABAMA	0	1,137	1,236	1,236	99	100.00	8.71
ALASKA	0	392	356	356	-36	100.00	-9.18
ARIZONA	0	1,090	1,153	1,153	63	100.00	5.78
ARKANSAS	0	416	520	520	104	100.00	25.00
CALIFORNIA	0	5,271	5,185	5,185	-86	100.00	-1.63
COLORADO	0	2,685	2,175	2,175	-510	100.00	-18.99
CONNECTICUT	0	1,063	1,158	1,158	95	100.00	8.94
DELAWARE	0	0	0	0	0	100.00	100.00
DISTRICT OF COLUMBIA	0	3	0	0	-3	100.00	-100.00
FLORIDA	0	0	0	0	0	100.00	100.00
GEORGIA	0	0	0	0	0	100.00	100.00
HAWAII	0	126	152	152	26	100.00	20.63
IDAHO	0	286	282	282	-4	100.00	-1.40
ILLINOIS	0	0	0	0	0	100.00	100.00
INDIANA	0	346	358	358	12	100.00	3.47
IOWA	0	560	546	546	-14	100.00	-2.50
KANSAS	0	1,295	1,248	1,248	-47	100.00	-3.63
KENTUCKY	0	946	1,159	1,159	213	100.00	22.52
LOUISIANA	0	570	862	862	292	100.00	51.23
MAINE	0	1,013	1,231	1,231	218	100.00	21.52
MARYLAND	0	3,765	4,266	4,266	501	100.00	13.31
MASSACHUSETTS	0	2,157	2,170	2,170	13	100.00	0.60
MICHIGAN	0	149	194	194	45	100.00	30.20
MINNESOTA	0	0	0	0	0	100.00	100.00
MISSISSIPPI	0	268	297	297	29	100.00	10.82
MISSOURI	0	588	539	539	-49	100.00	-8.33
MONTANA	0	294	216	216	-78	100.00	-26.53
NEBRASKA	0	423	371	371	-52	100.00	-12.29
NEVADA	0	328	327	327	-1	100.00	-0.30
NEW HAMPSHIRE	0	111	122	122	11	100.00	9.91
NEW JERSEY	0	8,032	9,061	9,061	1,029	100.00	12.81
NEW MEXICO	0	765	867	867	102	100.00	13.33
NEW YORK	0	10,432	13,349	13,349	2,917	100.00	27.96
NORTH CAROLINA	0	984	1,128	1,128	144	100.00	14.63
NORTH DAKOTA	0	0	0	0	0	100.00	100.00
OHIO	0	6,212	6,579	6,579	367	100.00	5.91
OKLAHOMA	0	1,237	1,238	1,238	1	100.00	0.08
OREGON	0	0	0	0	0	100.00	100.00
PENNSYLVANIA	0	519	398	398	-121	100.00	-23.31
PUERTO RICO	0	1,013	1,276	1,276	263	100.00	25.96
RHODE ISLAND	0	120	140	140	20	100.00	16.67
SOUTH CAROLINA	0	249	204	204	-45	100.00	-18.07
SOUTH DAKOTA	0	372	364	364	-8	100.00	-2.15
TENNESSEE	0	1,602	1,601	1,601	-1	100.00	-0.06
TEXAS	0	2,782	2,695	2,695	-87	100.00	-3.13
UTAH	0	1,252	1,408	1,408	156	100.00	12.46
VERMONT	0	31	36	36	5	100.00	16.13
VIRGINIA	0	2,413	2,840	2,840	427	100.00	17.70
WASHINGTON	0	2,042	2,498	2,498	456	100.00	22.33
WEST VIRGINIA	0	0	0	0	0	100.00	100.00
WISCONSIN	0	20,559	21,867	21,867	1,308	100.00	6.36
WYOMING	0	0	0	0	0	100.00	100.00
AMERICAN SAMOA	0	3	13	13	10	100.00	333.33
GUAM	0	16	21	21	5	100.00	31.25
NORTHERN MARIANAS	0	28	31	31	3	100.00	10.71
PALAU	0	2	4	4	2	100.00	100.00
VIRGIN ISLANDS	0	40	12	12	-28	100.00	-70.00
BUR. OF INDIAN AFFAIRS	0	174	386	386	212	100.00	121.84
U.S. AND OUTLYING AREAS	0	86,161	94,139	94,139	7,978	100.00	9.26
50 STATES, D.C., & P.R.	0	85,898	93,672	93,672	7,774	100.00	9.05

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AA11.SFW

Table AA11

Number and Change in Number of Children Age 6-21 Served Under IDEA, Part B

HEARING IMPAIRMENTS

	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
STATE	1976-77	1992-93	1993-94	1976-77 - 1993-94	1992-93 - 1993-94	1976-77 - 1993-94	1992-93 - 1993-94
ALABAMA	334	704	695	361	-9	108.08	-1.28
ALASKA	266	148	149	-117	1	-43.98	0.68
ARIZONA	371	734	807	436	73	117.52	9.95
ARKANSAS	160	298	331	171	33	106.88	11.07
CALIFORNIA	5,524	6,863	7,056	1,532	193	27.73	2.81
COLORADO	881	688	714	-167	26	-18.96	3.78
CONNECTICUT	1,154	610	645	-509	35	-44.11	5.74
DELAWARE	28	79	81	53	2	189.29	2.53
DISTRICT OF COLUMBIA	203	11	11	-192	0	-94.58	100.00
FLORIDA	1,366	847	1,320	-46	473	-3.37	55.84
GEORGIA	1,396	862	905	-491	43	-35.17	4.99
HAWAII	160	237	253	93	16	58.13	6.75
IDAHO	238	205	203	-35	-2	-14.71	-0.98
ILLINOIS	1,508	946	998	-510	52	-33.82	5.50
INDIANA	880	862	945	65	83	7.39	9.63
IOWA	506	638	652	146	14	28.85	2.19
KANSAS	1,497	383	375	-1,122	-8	-74.95	-2.09
KENTUCKY	721	481	793	72	312	9.99	64.86
LOUISIANA	710	996	1,335	625	339	88.03	34.04
MAINE	391	236	220	-171	-16	-43.73	-6.78
MARYLAND	1,031	842	830	-201	-12	-19.50	-1.43
MASSACHUSETTS	5,188	1,190	1,195	-3,993	5	-76.97	0.42
MICHIGAN	2,498	2,388	2,398	-100	10	-4.00	0.42
MINNESOTA	1,168	1,295	1,403	235	108	20.12	8.34
MISSISSIPPI	347	388	404	57	16	16.43	4.12
MISSOURI	1,040	874	877	-163	3	-15.67	0.34
MONTANA	232	185	179	-53	-6	-22.84	-3.24
NEBRASKA	268	530	562	294	32	109.70	6.04
NEVADA	135	202	215	80	13	59.26	6.44
NEW HAMPSHIRE	261	43	55	-206	12	-78.93	27.91
NEW JERSEY	2,104	1,028	1,077	-1,027	49	-48.81	4.77
NEW MEXICO	179	339	331	152	-8	84.92	-2.36
NEW YORK	4,114	2,756	4,110	-4	1,354	-0.10	49.13
NORTH CAROLINA	926	1,393	1,867	941	474	101.62	34.03
NORTH DAKOTA	76	88	99	23	11	30.26	12.50
OHIO	2,241	2,085	2,147	-94	62	-4.19	2.97
OKLAHOMA	449	559	545	96	-14	21.38	-2.50
OREGON	517	77	223	-294	146	-56.87	189.61
PENNSYLVANIA	3,842	2,021	2,143	-1,699	122	-44.22	6.04
PUERTO RICO	590	727	900	310	173	52.54	23.80
RHODE ISLAND	176	55	62	-114	7	-64.77	12.73
SOUTH CAROLINA	1,100	794	796	-304	2	-27.64	0.25
SOUTH DAKOTA	74	151	114	40	-37	54.05	-24.50
TENNESSEE	1,575	1,058	1,111	-464	53	-29.46	5.01
TEXAS	2,000	1,385	1,468	-532	83	-26.60	5.99
UTAH	385	351	359	-26	8	-6.75	2.28
VERMONT	27	111	110	83	-1	307.41	-0.90
VIRGINIA	1,130	1,009	1,053	-77	44	-6.81	4.36
WASHINGTON	1,852	1,968	2,165	313	197	16.90	10.01
WEST VIRGINIA	342	294	273	-69	-21	-20.18	-7.14
WISCONSIN	826	293	355	-471	62	-57.02	21.16
WYOMING	129	142	149	20	7	15.50	4.93
AMERICAN SAMOA	23	12	11	-12	-1	-52.17	-8.33
GUAM	1,087	5	3	-1,084	-2	-99.72	-40.00
NORTHERN MARIANAS	0	9	4	4	-5	100.00	-55.56
PALAU	53	5	10	-43	5	-81.13	100.00
VIRGIN ISLANDS	63	23	16	-47	-7	-74.60	-30.43
BUR. OF INDIAN AFFAIRS	0	46	36	36	-10	100.00	-21.74
U.S. AND OUTLYING AREAS	56,342	43,549	48,143	-8,199	4,594	-14.55	10.55
50 STATES, D.C., & P.R.	55,116	43,449	48,063	-7,053	4,614	-12.80	10.62

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DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AA11.SFW

Table AA11

Number and Change in Number of Children Age 6-21 Served Under IDEA, Part B

ORTHOPEDIC IMPAIRMENTS

STATE	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
	1976-77	1992-93	1993-94	1976-77 - 1993-94	1992-93 - 1993-94	1976-77 - 1993-94	1992-93 - 1993-94
ALABAMA	591	469	471	-120	2	-20.30	0.43
ALASKA	34	73	73	39	0	114.71	100.00
ARIZONA	300	647	748	448	101	149.33	15.61
ARKANSAS	165	93	114	-51	21	-30.91	22.58
CALIFORNIA	25,136	8,427	9,406	-15,730	979	-62.58	11.62
COLORADO	1,478	959	1,566	88	607	5.95	63.30
CONNECTICUT	924	247	241	-683	-6	-73.92	-2.43
DELAWARE	9	54	111	102	57	1,133.33	105.56
DISTRICT OF COLUMBIA	10	7	9	-1	2	-10.00	28.57
FLORIDA	1,809	3,231	3,639	1,830	408	101.16	12.63
GEORGIA	599	681	735	136	54	22.70	7.93
HAWAII	16	111	111	95	0	593.75	100.00
IDAHO	555	160	154	-401	-6	-72.25	-3.75
ILLINOIS	955	897	948	-7	51	-0.73	5.69
INDIANA	545	521	556	11	35	2.02	6.72
IOWA	338	906	983	645	77	190.83	8.50
KANSAS	255	359	417	162	58	63.53	16.16
KENTUCKY	385	387	399	14	12	3.64	3.10
LOUISIANA	349	962	1,204	855	242	244.99	25.16
MAINE	250	148	132	-118	-16	-47.20	-10.81
MARYLAND	755	537	531	-224	-6	-29.67	-1.12
MASSACHUSETTS	4,339	769	774	-3,565	5	-82.16	0.65
MICHIGAN	3,050	4,836	5,792	2,742	956	89.90	19.77
MINNESOTA	818	1,188	1,244	426	56	52.08	4.71
MISSISSIPPI	51	1,007	1,060	1,009	53	1,978.43	5.26
MISSOURI	1,005	660	704	-301	44	-29.95	6.67
MONTANA	56	91	68	12	-23	21.43	-25.27
NEBRASKA	231	448	500	269	52	116.45	11.61
NEVADA	163	65	166	3	101	1.84	155.38
NEW HAMPSHIRE	152	136	141	-11	5	-7.24	3.68
NEW JERSEY	1,644	519	434	-1,210	-85	-73.60	-16.38
NEW MEXICO	342	554	481	139	-73	40.64	-13.18
NEW YORK	4,235	1,707	2,447	-1,788	740	-42.22	43.35
NORTH CAROLINA	647	888	926	279	38	43.12	4.28
NORTH DAKOTA	65	64	86	21	22	32.31	34.38
OHIO	2,605	2,134	2,257	-348	123	-13.36	5.76
OKLAHOMA	431	309	324	-107	15	-24.83	4.85
OREGON	548	364	442	-106	78	-19.34	21.43
PENNSYLVANIA	2,537	1,154	701	-1,836	-453	-72.37	-39.25
PUERTO RICO	86	371	586	500	215	581.40	57.95
RHODE ISLAND	160	146	159	-1	13	-0.63	8.90
SOUTH CAROLINA	752	752	731	-21	-21	-2.79	-2.79
SOUTH DAKOTA	93	128	118	25	-10	26.88	-7.81
TENNESSEE	1,111	1,030	1,090	-21	60	-1.89	5.83
TEXAS	6,257	4,110	4,201	-2,056	91	-32.86	2.21
UTAH	245	187	203	-42	16	-17.14	8.56
VERMONT	15	57	52	37	-5	246.67	-8.77
VIRGINIA	787	734	750	-37	16	-4.70	2.18
WASHINGTON	1,288	1,053	1,047	-241	-6	-18.71	-0.57
WEST VIRGINIA	333	266	237	-96	-29	-28.83	-10.90
WISCONSIN	987	538	595	-392	57	-39.72	10.59
WYOMING	75	159	166	91	7	121.33	4.40
AMERICAN SAMOA	0	0	2	2	2	100.00	100.00
GUAM	2	20	20	18	0	900.00	100.00
NORTHERN MARIANAS	0	4	10	10	6	100.00	150.00
PALAU	4	6	11	7	5	175.00	83.33
VIRGIN ISLANDS	21	7	1	-20	-6	-95.24	-85.71
BUR. OF INDIAN AFFAIRS	0	18	7	7	-11	100.00	-61.11
U.S. AND OUTLYING AREAS	70,593	46,355	51,081	-19,512	4,726	-27.64	10.20
50 STATES, D.C., & P.R.	70,566	46,300	51,030	-19,536	4,730	-27.68	10.22

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AA11.SFW

Table AA11

Number and Change in Number of Children Age 6-21 Served Under IDEA, Part B

OTHER HEALTH IMPAIRMENTS

	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
STATE	1976-77	1992-93	1993-94	1976-77 - 1993-94	1992-93 - 1993-94	1976-77 - 1993-94	1992-93 - 1993-94
ALABAMA	392	924	999	607	75	154.85	8.12
ALASKA	68	210	167	99	-43	145.59	-20.48
ARIZONA	427	253	395	-32	142	-7.49	56.13
ARKANSAS	207	588	1,030	823	442	397.58	75.17
CALIFORNIA	27,198	10,761	10,808	-16,390	47	-60.26	0.44
COLORADO	0	0	0	0	0	100.00	100.00
CONNECTICUT	2,149	763	1,357	-792	594	-36.85	77.85
DELAWARE	15	0	0	-15	0	-100.00	100.00
DISTRICT OF COLUMBIA	45	7	6	-39	-1	-86.67	-14.29
FLORIDA	1,187	1,737	1,641	454	-96	38.25	-5.53
GEORGIA	1,271	1,003	1,645	374	642	29.43	64.01
HAWAII	16	227	261	245	34	1,531.25	14.98
IDAHO	103	340	369	266	29	258.25	8.53
ILLINOIS	2,681	1,320	1,392	-1,289	72	-48.08	5.45
INDIANA	697	186	472	-225	286	-32.28	153.76
IOWA	1	0	0	-1	0	-100.00	100.00
KANSAS	310	690	987	677	297	218.39	43.04
KENTUCKY	1,521	347	506	-1,015	159	-66.73	45.82
LOUISIANA	1,523	2,071	2,871	1,348	800	88.51	38.63
MAINE	644	387	565	-79	178	-12.27	45.99
MARYLAND	93	1,393	1,726	1,633	333	1,755.91	23.91
MASSACHUSETTS	2,288	1,013	1,020	-1,268	7	-55.42	0.69
MICHIGAN	1,338	0	0	-1,338	0	-100.00	100.00
MINNESOTA	1,348	1,241	1,897	549	656	40.73	52.86
MISSISSIPPI	149	0	0	-149	0	-100.00	100.00
MISSOURI	1,284	536	995	-289	459	-22.51	85.63
MONTANA	85	295	321	236	26	277.65	8.81
NEBRASKA	43	698	781	738	83	1,716.28	11.89
NEVADA	176	491	464	288	-27	163.64	-5.50
NEW HAMPSHIRE	807	771	1,106	299	335	37.05	43.45
NEW JERSEY	1,896	543	583	-1,313	40	-69.25	7.37
NEW MEXICO	22	401	592	570	191	2,590.91	47.63
NEW YORK	23,321	3,667	5,559	-17,762	1,892	-76.16	51.60
NORTH CAROLINA	401	2,468	3,415	3,014	947	751.62	38.37
NORTH DAKOTA	45	107	153	108	46	240.00	42.99
OHIO	724	2,087	2,158	1,434	71	198.07	3.40
OKLAHOMA	193	323	402	209	79	108.29	24.46
OREGON	2,090	840	1,148	-942	308	-45.07	36.67
PENNSYLVANIA	5,914	89	157	-5,757	68	-97.35	76.40
PUERTO RICO	50	490	783	733	293	1,466.00	59.80
RHODE ISLAND	1,429	347	445	-984	98	-68.86	28.24
SOUTH CAROLINA	530	156	419	-111	263	-20.94	168.59
SOUTH DAKOTA	310	84	127	-183	43	-59.03	51.19
TENNESSEE	2,106	2,736	3,970	1,864	1,234	88.51	45.10
TEXAS	26,246	11,938	14,574	-11,672	2,636	-44.47	22.08
UTAH	206	406	488	282	82	136.89	20.20
VERMONT	31	153	230	199	77	641.94	50.33
VIRGINIA	764	1,083	1,734	970	651	126.96	60.11
WASHINGTON	554	7,171	9,463	8,909	2,292	1,608.12	31.96
WEST VIRGINIA	400	90	223	-177	133	-44.25	147.78
WISCONSIN	462	407	520	58	113	12.55	27.76
WYOMING	107	323	359	252	36	235.51	11.15
AMERICAN SAMOA	3	1	0	-3	-1	-100.00	-100.00
GUAM	20	25	28	8	3	40.00	12.00
NORTHERN MARIANAS	0	0	1	1	1	100.00	100.00
PALAU	26	4	5	-21	1	-80.77	25.00
VIRGIN ISLANDS	0	7	14	14	7	100.00	100.00
BUR. OF INDIAN AFFAIRS	0	69	51	51	-18	100.00	-26.09
U.S. AND OUTLYING AREAS	115,916	64,267	81,382	-34,534	17,115	-29.79	26.63
50 STATES, D.C., & P.R.	115,867	64,161	81,283	-34,584	17,122	-29.85	26.69

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AA11.SFW

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Table AA11

Number and Change in Number of Children Age 6-21 Served Under IDEA, Part B

VISUAL IMPAIRMENTS

STATE	NUMBER SERVED 1976-77	NUMBER SERVED 1992-93	NUMBER SERVED 1993-94	CHANGE IN NUMBER SERVED 1976-77 - 1993-94	CHANGE IN NUMBER SERVED 1992-93 - 1993-94	PERCENTAGE CHANGE IN NUMBER SERVED 1976-77 - 1993-94	PERCENTAGE CHANGE IN NUMBER SERVED 1992-93 - 1993-94
ALABAMA	168	286	306	138	20	82.14	6.99
ALASKA	53	33	30	-23	-3	-43.40	-9.09
ARIZONA	187	271	304	117	33	62.57	12.18
ARKANSAS	94	73	81	-13	8	-13.83	10.96
CALIFORNIA	2,742	3,037	3,107	365	70	13.31	2.30
COLORADO	339	222	250	-89	28	-26.25	12.61
CONNECTICUT	520	29	29	-491	0	-94.42	100.00
DELAWARE	7	22	23	16	1	228.57	4.55
DISTRICT OF COLUMBIA	17	19	3	-14	-16	-82.35	-84.21
FLORIDA	574	751	922	348	171	60.63	22.77
GEORGIA	589	338	386	-203	48	-34.47	14.20
HAWAII	24	51	60	36	9	150.00	17.65
IDAHO	124	70	74	-50	4	-40.32	5.71
ILLINOIS	820	492	520	-300	28	-36.59	5.69
INDIANA	373	341	389	16	48	4.29	14.08
IOWA	106	130	139	33	9	31.13	6.92
KANSAS	217	147	155	-62	8	-28.57	5.44
KENTUCKY	309	324	481	172	157	55.66	48.46
LOUISIANA	272	374	461	189	87	69.49	23.26
MAINE	165	94	89	-76	-5	-46.06	-5.32
MARYLAND	475	319	316	-159	-3	-33.47	-0.94
MASSACHUSETTS	2,005	530	534	-1,471	4	-73.37	0.75
MICHIGAN	1,027	741	790	-237	49	-23.08	6.61
MINNESOTA	474	292	298	-176	6	-37.13	2.05
MISSISSIPPI	39	146	150	111	4	284.62	2.74
MISSOURI	444	300	304	-140	4	-31.53	1.33
MONTANA	108	80	63	-45	-17	-41.67	-21.25
NEBRASKA	99	203	200	101	-3	102.02	-1.48
NEVADA	66	88	90	24	2	36.36	2.27
NEW HAMPSHIRE	101	11	8	-93	-3	-92.08	-27.27
NEW JERSEY	561	92	150	-411	58	-73.26	63.04
NEW MEXICO	79	153	146	67	-7	84.81	-4.58
NEW YORK	3,618	1,018	1,388	-2,230	370	-61.64	36.35
NORTH CAROLINA	522	546	611	89	65	17.05	11.90
NORTH DAKOTA	36	40	48	12	8	33.33	20.00
OHIO	941	832	868	-73	36	-7.76	4.33
OKLAHOMA	114	226	237	123	11	107.89	4.87
OREGON	264	15	75	-189	60	-71.59	400.00
PENNSYLVANIA	2,661	1,017	964	-1,697	-53	-63.77	-5.21
PUERTO RICO	70	429	619	549	190	784.29	44.29
RHODE ISLAND	72	69	72	0	3	100.00	4.35
SOUTH CAROLINA	713	316	325	-388	9	-54.42	2.85
SOUTH DAKOTA	13	59	55	42	-4	323.08	-6.78
TENNESSEE	751	735	762	11	27	1.46	3.67
TEXAS	1,054	1,606	1,708	654	102	62.05	6.35
UTAH	140	159	168	28	9	20.00	5.66
VERMONT	26	26	31	5	5	19.23	19.23
VIRGINIA	495	48	41	-454	-7	-91.72	-14.58
WASHINGTON	776	268	276	-500	8	-64.43	2.99
WEST VIRGINIA	235	130	152	-83	22	-35.32	16.92
WISCONSIN	373	239	264	-109	25	-29.22	10.46
WYOMING	163	54	51	-112	-3	-68.71	-5.56
AMERICAN SAMOA	3	1	2	-1	1	-33.33	100.00
GUAM	8	4	0	-8	-4	-100.00	-100.00
NORTHERN MARIANAS	0	1	0	0	-1	100.00	-100.00
PALAU	39	5	8	-31	3	-79.49	60.00
VIRGIN ISLANDS	11	5	1	-10	-4	-90.91	-80.00
BUR. OF INDIAN AFFAIRS	0	14	17	17	3	100.00	21.43
U.S. AND OUTLYING AREAS	26,276	17,921	19,601	-6,675	1,680	-25.40	9.37
50 STATES, D.C., & P.R.	26,215	17,891	19,573	-6,642	1,682	-25.34	9.40

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AA11.SFW

Table AA11

Number and Change in Number of Children Age 6-21 Served Under IDEA, Part B

AUTISM

	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
STATE	1976-77	1992-93	1993-94	1976-77 - 1993-94	1992-93 - 1993-94	1976-77 - 1993-94	1992-93 - 1993-94
ALABAMA	.	68	110	.	42	.	61.76
ALASKA	.	8	25	.	17	.	212.50
ARIZONA	.	199	249	.	50	.	25.13
ARKANSAS	.	30	72	.	42	.	140.00
CALIFORNIA	.	1,605	1,911	.	306	.	19.07
COLORADO	.	14	28	.	14	.	100.00
CONNECTICUT	.	164	234	.	70	.	42.68
DELAWARE	.	15	5	.	-10	.	-66.67
DISTRICT OF COLUMBIA	.	0	0	.	0	.	100.00
FLORIDA	.	582	727	.	145	.	24.91
GEORGIA	.	262	215	.	-47	.	-17.94
HAWAII	.	52	60	.	8	.	15.38
IDAHO	.	39	58	.	19	.	48.72
ILLINOIS	.	28	28	.	0	.	100.00
INDIANA	.	273	348	.	75	.	27.47
IOWA	.	67	162	.	95	.	141.79
KANSAS	.	74	127	.	53	.	71.62
KENTUCKY	.	38	75	.	37	.	97.37
LOUISIANA	.	409	527	.	118	.	28.85
MAINE	.	37	68	.	31	.	83.78
MARYLAND	.	28	185	.	157	.	560.71
MASSACHUSETTS	.	493	495	.	2	.	0.41
MICHIGAN	.	288	388	.	100	.	34.72
MINNESOTA	.	296	401	.	105	.	35.47
MISSISSIPPI	.	0	16	.	16	.	100.00
MISSOURI	.	336	399	.	63	.	18.75
MONTANA	.	20	41	.	21	.	105.00
NEBRASKA	.	0	37	.	37	.	100.00
NEVADA	.	5	42	.	37	.	740.00
NEW HAMPSHIRE	.	0	0	.	0	.	100.00
NEW JERSEY	.	446	610	.	164	.	36.77
NEW MEXICO	.	16	39	.	23	.	143.75
NEW YORK	.	1,648	1,983	.	335	.	20.33
NORTH CAROLINA	.	786	917	.	131	.	16.67
NORTH DAKOTA	.	10	24	.	14	.	140.00
OHIO	.	22	124	.	102	.	463.64
OKLAHOMA	.	31	83	.	52	.	167.74
OREGON	.	40	173	.	133	.	332.50
PENNSYLVANIA	.	346	369	.	23	.	6.65
PUERTO RICO	.	266	353	.	87	.	32.71
RHODE ISLAND	.	19	28	.	9	.	47.37
SOUTH CAROLINA	.	141	155	.	14	.	9.93
SOUTH DAKOTA	.	36	36	.	0	.	100.00
TENNESSEE	.	304	370	.	66	.	21.71
TEXAS	.	1,441	1,711	.	270	.	18.74
UTAH	.	105	132	.	27	.	25.71
VERMONT	.	6	14	.	8	.	133.33
VIRGINIA	.	557	620	.	63	.	11.31
WASHINGTON	.	476	50	.	-426	.	-89.50
WEST VIRGINIA	.	101	148	.	47	.	46.53
WISCONSIN	.	18	20	.	2	.	11.11
WYOMING	.	15	17	.	2	.	13.33
AMERICAN SAMOA	.	0	0	.	0	.	100.00
GUAM	.	0	1	.	1	.	100.00
NORTHERN MARIANAS	.	1	3	.	2	.	200.00
PALAU	.	0	0	.	0	.	100.00
VIRGIN ISLANDS	.	5	1	.	-4	.	-80.00
BUR. OF INDIAN AFFAIRS	.	10	1	.	-9	.	-90.00
U.S. AND OUTLYING AREAS	.	12,276	15,015	.	2,739	.	22.31
50 STATES, D.C., & P.R.	.	12,260	15,009	.	2,749	.	22.42

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AA11.SFW

Table AA11

Number and Change in Number of Children Age 6-21 Served Under IDEA, Part B

DEAF-BLINDNESS

STATE	NUMBER SERVED 1976-77	 1992-93	 1993-94	CHANGE IN NUMBER SERVED 1976-77 - 1993-94	 1992-93 - 1993-94	PERCENTAGE CHANGE IN NUMBER SERVED 1976-77 - 1993-94	 1992-93 - 1993-94
ALABAMA	0	5	5	5	0	100.00	100.00
ALASKA	0	22	13	13	-9	100.00	-40.91
ARIZONA	0	0	9	9	9	100.00	100.00
ARKANSAS	0	0	0	0	0	100.00	100.00
CALIFORNIA	0	116	141	141	25	100.00	21.55
COLORADO	0	30	32	32	2	100.00	6.67
CONNECTICUT	0	5	5	5	0	100.00	100.00
DELAWARE	0	2	44	44	42	100.00	2,100.00
DISTRICT OF COLUMBIA	0	0	0	0	0	100.00	100.00
FLORIDA	0	14	15	15	1	100.00	7.14
GEORGIA	0	7	8	8	1	100.00	14.29
HAWAII	0	4	1	1	-3	100.00	-75.00
IDAHO	0	8	7	7	-1	100.00	-12.50
ILLINOIS	0	4	4	4	0	100.00	100.00
INDIANA	0	22	35	35	13	100.00	59.09
IOWA	0	29	25	25	-4	100.00	-13.79
KANSAS	0	8	6	6	-2	100.00	-25.00
KENTUCKY	0	4	4	4	0	100.00	100.00
LOUISIANA	0	4	11	11	7	100.00	175.00
MAINE	0	3	4	4	1	100.00	33.33
MARYLAND	0	14	11	11	-3	100.00	-21.43
MASSACHUSETTS	0	37	38	38	1	100.00	2.70
MICHIGAN	0	0	0	0	0	100.00	100.00
MINNESOTA	0	14	18	18	4	100.00	28.57
MISSISSIPPI	0	7	7	7	0	100.00	100.00
MISSOURI	0	77	77	77	0	100.00	100.00
MONTANA	0	24	15	15	-9	100.00	-37.50
NEBRASKA	0	3	3	3	0	100.00	100.00
NEVADA	0	4	0	0	-4	100.00	-100.00
NEW HAMPSHIRE	0	0	0	0	0	100.00	100.00
NEW JERSEY	0	4	1	1	-3	100.00	-75.00
NEW MEXICO	0	1	5	5	4	100.00	400.00
NEW YORK	0	37	70	70	33	100.00	89.19
NORTH CAROLINA	0	6	13	13	7	100.00	116.67
NORTH DAKOTA	0	4	6	6	2	100.00	50.00
OHIO	0	8	16	16	8	100.00	100.00
OKLAHOMA	0	34	29	29	-5	100.00	-14.71
OREGON	0	2	2	2	0	100.00	100.00
PENNSYLVANIA	0	3	2	2	-1	100.00	-33.33
PUERTO RICO	0	35	37	37	2	100.00	5.71
RHODE ISLAND	0	3	3	3	0	100.00	100.00
SOUTH CAROLINA	0	7	7	7	0	100.00	100.00
SOUTH DAKOTA	0	8	7	7	-1	100.00	-12.50
TENNESSEE	0	9	10	10	1	100.00	11.11
TEXAS	0	47	36	36	-11	100.00	-23.40
UTAH	0	31	23	23	-8	100.00	-25.81
VERMONT	0	0	1	1	1	100.00	100.00
VIRGINIA	0	4	1	1	-3	100.00	-75.00
WASHINGTON	0	15	16	16	1	100.00	6.67
WEST VIRGINIA	0	0	1	1	1	100.00	100.00
WISCONSIN	0	7	4	4	-3	100.00	-42.86
WYOMING	0	1	0	0	-1	100.00	-100.00
AMERICAN SAMOA	0	0	3	3	3	100.00	100.00
GUAM	0	1	0	0	-1	100.00	-100.00
NORTHERN MARIANAS	0	0	1	1	1	100.00	100.00
PALAU	0	1	3	3	2	100.00	200.00
VIRGIN ISLANDS	0	8	5	5	-3	100.00	-37.50
BUR. OF INDIAN AFFAIRS	0	27	1	1	-26	100.00	-96.30
U.S. AND OUTLYING AREAS	0	770	841	841	71	100.00	9.22
50 STATES, D.C., & P.R.	0	733	828	828	95	100.00	12.96

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AA11.SFW

Table AA11

Number and Change in Number of Children Age 6-21 Served Under IDEA, Part B

TRAUMATIC BRAIN INJURY

	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
STATE	1976-77	1992-93	1993-94	1976-77 - 1993-94	1992-93 - 1993-94	1976-77 - 1993-94	1992-93 - 1993-94
ALABAMA	.	55	120	.	65	.	118.18
ALASKA	.	10	22	.	12	.	120.00
ARIZONA	.	16	102	.	86	.	537.50
ARKANSAS	.	30	69	.	39	.	130.00
CALIFORNIA	.	213	367	.	154	.	72.30
COLORADO	.	39	75	.	36	.	92.31
CONNECTICUT	.	23	39	.	16	.	69.57
DELAWARE	.	0	4	.	4	.	100.00
DISTRICT OF COLUMBIA	.	0	0	.	0	.	100.00
FLORIDA	.	0	20	.	20	.	100.00
GEORGIA	.	101	86	.	-15	.	-14.85
HAWAII	.	9	5	.	-4	.	-44.44
IDAHO	.	29	78	.	49	.	168.97
ILLINOIS	.	35	35	.	0	.	100.00
INDIANA	.	91	180	.	89	.	97.80
IOWA	.	15	57	.	42	.	280.00
KANSAS	.	97	152	.	55	.	56.70
KENTUCKY	.	33	71	.	38	.	115.15
LOUISIANA	.	7	61	.	54	.	771.43
MAINE	.	41	51	.	10	.	24.39
MARYLAND	.	21	103	.	82	.	390.48
MASSACHUSETTS	.	248	250	.	2	.	0.81
MICHIGAN	.	0	0	.	0	.	100.00
MINNESOTA	.	48	76	.	28	.	58.33
MISSISSIPPI	.	0	8	.	8	.	100.00
MISSOURI	.	72	136	.	64	.	88.89
MONTANA	.	39	51	.	12	.	30.77
NEBRASKA	.	0	62	.	62	.	100.00
NEVADA	.	18	21	.	3	.	16.67
NEW HAMPSHIRE	.	0	0	.	0	.	100.00
NEW JERSEY	.	39	37	.	-2	.	-5.13
NEW MEXICO	.	30	85	.	55	.	183.33
NEW YORK	.	41	272	.	231	.	563.41
NORTH CAROLINA	.	24	78	.	54	.	225.00
NORTH DAKOTA	.	6	16	.	10	.	166.67
OHIO	.	23	69	.	46	.	200.00
OKLAHOMA	.	24	75	.	51	.	212.50
OREGON	.	32	95	.	63	.	196.88
PENNSYLVANIA	.	356	383	.	27	.	7.58
PUERTO RICO	.	13	17	.	4	.	30.77
RHODE ISLAND	.	13	22	.	9	.	69.23
SOUTH CAROLINA	.	20	32	.	12	.	60.00
SOUTH DAKOTA	.	24	30	.	6	.	25.00
TENNESSEE	.	89	114	.	25	.	28.09
TEXAS	.	56	129	.	73	.	130.36
UTAH	.	219	183	.	-36	.	-16.44
VERMONT	.	8	14	.	6	.	75.00
VIRGINIA	.	45	80	.	35	.	77.78
WASHINGTON	.	485	36	.	-449	.	-92.58
WEST VIRGINIA	.	30	54	.	24	.	80.00
WISCONSIN	.	21	31	.	10	.	47.62
WYOMING	.	15	40	.	25	.	166.67
AMERICAN SAMOA	.	0	1	.	1	.	100.00
GUAM	.	3	2	.	-1	.	-33.33
NORTHERN MARIANAS	.	0	0	.	0	.	100.00
PALAU	.	0	0	.	0	.	100.00
VIRGIN ISLANDS	.	1	0	.	-1	.	-100.00
BUR. OF INDIAN AFFAIRS	.	11	1	.	-10	.	-90.91
U.S. AND OUTLYING AREAS	.	2,918	4,197	.	1,279	.	43.83
50 STATES, D.C., & P.R.	.	2,903	4,193	.	1,290	.	44.44

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AA11.SFW

Table AA12

Percentage (Based on Estimated Resident Population) of Children Served Under IDEA, Part B and Chapter 1 of ESEA (SOP)

During the 1993-94 School Year

ALL DISABILITIES

STATE	IDEA, PART B	CHAPTER 1 OF ESEA (SOP)	IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
ALABAMA	8.51	0.16	8.67
ALASKA	7.55	1.92	9.47
ARIZONA	6.24	0.15	6.39
ARKANSAS	7.37	0.50	7.87
CALIFORNIA	6.23	0.05	6.28
COLORADO	6.48	0.40	6.88
CONNECTICUT	8.46	0.60	9.06
DELAWARE	6.92	1.55	8.46
DISTRICT OF COLUMBIA	1.72	4.13	5.85
FLORIDA	8.39	0.54	8.92
GEORGIA	6.27	0.12	6.39
HAWAII	4.58	0.36	4.95
IDAHO	6.35	0.37	6.71
ILLINOIS	6.76	1.42	8.19
INDIANA	7.65	0.53	8.18
IOWA	7.97	0.19	8.17
KANSAS	6.66	0.41	7.07
KENTUCKY	7.61	0.10	7.71
LOUISIANA	6.54	0.16	6.70
MAINE	8.65	0.27	8.92
MARYLAND	7.38	0.38	7.76
MASSACHUSETTS	9.58	1.53	11.11
MICHIGAN	6.30	0.58	6.88
MINNESOTA	6.95	0.22	7.17
MISSISSIPPI	7.86	0.09	7.95
MISSOURI	7.73	0.27	8.00
MONTANA	7.31	0.21	7.52
NEBRASKA	7.84	0.19	8.03
NEVADA	7.01	0.18	7.19
NEW HAMPSHIRE	7.31	0.59	7.91
NEW JERSEY	9.57	0.23	9.80
NEW MEXICO	8.78	0.06	8.84
NEW YORK	7.57	0.41	7.99
NORTH CAROLINA	7.47	0.08	7.55
NORTH DAKOTA	6.52	0.27	6.79
OHIO	7.19	0.16	7.35
OKLAHOMA	7.75	0.21	7.96
OREGON	6.43	1.34	7.77
PENNSYLVANIA	6.21	0.78	6.99
PUERTO RICO	.	.	.
RHODE ISLAND	9.04	0.61	9.65
SOUTH CAROLINA	7.89	0.20	8.09
SOUTH DAKOTA	7.03	0.32	7.36
TENNESSEE	8.58	0.26	8.85
TEXAS	7.45	0.30	7.75
UTAH	7.24	0.28	7.53
VERMONT	5.93	0.86	6.79
VIRGINIA	7.66	0.20	7.86
WASHINGTON	6.75	0.32	7.07
WEST VIRGINIA	8.82	0.40	9.22
WISCONSIN	6.93	0.35	7.28
WYOMING	8.15	0.31	8.45
AMERICAN SAMOA	.	.	.
GUAM	.	.	.
NORTHERN MARIANAS	.	.	.
PALAU	.	.	.
VIRGIN ISLANDS	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.
50 STATES AND D.C.	7.26	0.40	7.66

PERCENTAGE OF CHILDREN SERVED IS BASED ON U.S. CENSUS BUREAU ESTIMATES OF 3 THROUGH 21 YEAR OLD RESIDENT POPULATION, BY STATE, FOR JULY, 1993.

THE FIGURES REPRESENT CHILDREN AGE 3 THROUGH 21 SERVED UNDER IDEA, PART B AND CHILDREN FROM BIRTH THROUGH AGE 21 SERVED UNDER CHAPTER 1 OF ESEA (SOP).

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AA12.SFW

Table AA13

Percentage (Based on Estimated Resident Population) of Children Served Under IDEA, Part B and Chapter 1 of ESEA (SOP) by Age Group

During the 1993-94 School Year

ALL DISABILITIES

	AGE GROUP				
STATE	BIRTH THROUGH 2	3-5	6-17	18-21	BIRTH THROUGH 21
ALABAMA	0.43	4.76	11.89	2.04	8.67
ALASKA	1.78	5.85	12.26	1.72	9.47
ARIZONA	0.51	3.52	8.64	1.30	6.39
ARKANSAS	1.13	5.65	10.25	1.57	7.87
CALIFORNIA	0.05	3.24	8.77	1.23	6.28
COLORADO	0.59	3.78	9.21	1.44	6.88
CONNECTICUT	0.92	4.63	12.26	2.16	9.06
DELAWARE	0.13	6.17	11.23	1.76	8.46
DISTRICT OF COLUMBIA	1.27	1.29	8.61	1.84	5.85
FLORIDA	1.66	3.81	12.21	1.60	8.92
GEORGIA	0.06	3.65	8.94	1.07	6.39
HAWAII	1.37	2.07	6.86	0.65	4.95
IDAHO	1.49	5.59	8.35	1.04	6.71
ILLINOIS	0.91	4.78	10.95	1.64	8.19
INDIANA	1.14	4.17	11.06	1.85	8.18
IOWA	0.87	4.80	10.63	2.02	8.17
KANSAS	0.81	4.83	9.15	1.39	7.07
KENTUCKY	0.62	8.16	9.66	1.41	7.71
LOUISIANA	1.01	4.47	8.58	1.63	6.70
MAINE	0.00	5.60	12.06	1.84	8.92
MARYLAND	1.49	3.81	10.43	1.52	7.76
MASSACHUSETTS	2.83	5.45	14.90	2.53	11.11
MICHIGAN	0.73	3.85	9.18	1.70	6.88
MINNESOTA	1.26	4.94	9.05	1.48	7.17
MISSISSIPPI	0.06	4.80	10.84	1.65	7.95
MISSOURI	0.94	3.08	10.93	1.79	8.00
MONTANA	1.17	4.70	9.68	1.52	7.52
NEBRASKA	1.07	4.12	10.68	1.65	8.03
NEVADA	0.90	4.08	9.58	1.21	7.19
NEW HAMPSHIRE	1.43	3.71	10.51	2.07	7.91
NEW JERSEY	0.68	4.59	13.58	2.12	9.80
NEW MEXICO	0.08	4.45	12.06	1.70	8.84
NEW YORK	0.71	5.03	10.48	2.38	7.99
NORTH CAROLINA	0.29	4.75	10.59	1.13	7.55
NORTH DAKOTA	0.76	4.13	8.84	1.64	6.79
OHIO	0.00	3.42	10.12	1.89	7.35
OKLAHOMA	1.04	3.67	10.80	1.57	7.96
OREGON	1.02	3.52	10.40	1.66	7.77
PENNSYLVANIA	1.29	3.66	9.27	1.71	6.99
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	1.57	5.06	13.09	2.13	9.65
SOUTH CAROLINA	0.85	5.64	10.94	1.34	8.09
SOUTH DAKOTA	0.87	6.60	8.98	1.60	7.36
TENNESSEE	0.95	4.59	12.14	1.87	8.85
TEXAS	0.92	3.33	10.50	1.97	7.75
UTAH	1.02	3.88	10.02	1.19	7.53
VERMONT	0.72	4.32	9.04	1.45	6.79
VIRGINIA	0.82	4.27	10.89	1.55	7.86
WASHINGTON	0.95	5.09	9.02	1.48	7.07
WEST VIRGINIA	2.02	6.15	12.15	1.95	9.22
WISCONSIN	1.45	5.70	9.01	1.65	7.28
WYOMING	2.14	7.01	10.33	1.77	8.45
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES AND D.C.	0.79	4.20	10.31	1.67	7.66

PERCENTAGE OF CHILDREN SERVED IS BASED ON U.S. CENSUS BUREAU ESTIMATED RESIDENT POPULATION, BY STATE, FOR JULY, 1993.

THE FIGURES REPRESENT CHILDREN AGE 3 THROUGH 21 SERVED UNDER IDEA, PART B AND CHILDREN FROM BIRTH THROUGH AGE 21 SERVED UNDER CHAPTER 1 OF ESEA (SOP).

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AA13.SFW

Table AA14

Percentage (Based on Estimated Resident Population) of Children Age 6-21 Served Under IDEA, Part B and Chapter 1 of ESEA (SOP) by Disability

During the 1993-94 School Year

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS
ALABAMA	9.30	3.92	1.79	2.55	0.58	0.13	0.10	0.05
ALASKA	9.89	6.20	2.09	0.39	0.52	0.30	0.12	0.06
ARIZONA	6.89	4.04	1.30	0.62	0.45	0.14	0.13	0.08
ARKANSAS	8.06	4.50	1.17	1.82	0.06	0.14	0.09	0.03
CALIFORNIA	6.97	4.26	1.53	0.38	0.23	0.08	0.11	0.14
COLORADO	7.38	4.13	1.09	0.34	1.05	0.38	0.11	0.21
CONNECTICUT	9.83	5.19	1.62	0.62	1.70	0.23	0.11	0.04
DELAWARE	8.91	5.58	1.07	1.10	0.61	0.00	0.13	0.22
DISTRICT OF COLUMBIA	6.60	3.92	0.36	1.21	0.79	0.01	0.03	0.07
FLORIDA	9.65	4.43	2.60	1.13	1.12	0.00	0.07	0.16
GEORGIA	6.92	2.25	1.49	1.55	1.34	0.00	0.08	0.05
HAWAII	5.23	2.85	0.86	0.61	0.49	0.08	0.12	0.06
IDAHO	6.65	3.98	1.15	0.93	0.14	0.11	0.10	0.05
ILLINOIS	8.68	4.41	2.08	0.88	0.99	0.00	0.11	0.09
INDIANA	8.70	3.71	2.61	1.49	0.54	0.06	0.10	0.06
IOWA	8.62	4.05	1.30	1.70	1.13	0.09	0.12	0.15
KANSAS	7.35	3.30	1.73	0.88	0.77	0.26	0.09	0.08
KENTUCKY	7.52	2.58	2.06	2.04	0.45	0.13	0.09	0.04
LOUISIANA	6.92	3.15	1.53	1.09	0.48	0.08	0.12	0.11
MAINE	9.54	4.42	2.17	0.53	1.48	0.51	0.09	0.05
MARYLAND	8.30	4.14	2.26	0.53	0.54	0.43	0.11	0.05
MASSACHUSETTS	11.72	7.17	1.80	1.14	1.00	0.20	0.11	0.07
MICHIGAN	7.34	3.55	1.56	0.87	0.79	0.10	0.12	0.27
MINNESOTA	7.38	3.23	1.27	0.92	1.44	0.00	0.15	0.12
MISSISSIPPI	8.49	4.51	2.55	1.06	0.04	0.05	0.08	0.16
MISSOURI	8.77	4.69	1.93	1.03	0.76	0.05	0.09	0.06
MONTANA	7.83	4.76	1.52	0.58	0.47	0.11	0.11	0.03
NEBRASKA	8.58	3.82	2.15	1.24	0.70	0.10	0.15	0.13
NEVADA	7.68	4.80	1.49	0.49	0.43	0.11	0.07	0.06
NEW HAMPSHIRE	8.52	4.77	1.80	0.35	0.79	0.13	0.09	0.07
NEW JERSEY	10.77	5.86	2.94	0.29	0.87	0.60	0.08	0.03
NEW MEXICO	9.68	4.93	2.80	0.46	0.84	0.22	0.10	0.12
NEW YORK	8.46	4.96	0.93	0.51	1.17	0.40	0.15	0.08
NORTH CAROLINA	8.05	3.64	1.67	1.48	0.64	0.09	0.12	0.06
NORTH DAKOTA	7.14	3.61	2.02	0.81	0.36	0.00	0.07	0.07
OHIO	8.10	3.10	2.02	1.81	0.42	0.42	0.09	0.09
OKLAHOMA	8.55	4.48	1.83	1.53	0.29	0.18	0.09	0.04
OREGON	8.40	4.43	1.93	0.64	0.54	0.00	0.23	0.15
PENNSYLVANIA	7.39	3.50	1.70	1.15	0.69	0.03	0.12	0.05
PUERTO RICO	.	.	.	.	.	.	.	.
RHODE ISLAND	10.27	6.50	1.84	0.52	0.88	0.08	0.08	0.09
SOUTH CAROLINA	8.39	3.61	2.10	1.74	0.59	0.04	0.11	0.09
SOUTH DAKOTA	7.34	3.73	1.93	0.77	0.33	0.26	0.09	0.07
TENNESSEE	9.46	5.01	2.15	1.16	0.30	0.16	0.12	0.10
TEXAS	8.43	5.02	1.45	0.54	0.72	0.07	0.11	0.10
UTAH	8.00	4.51	1.30	0.57	1.02	0.25	0.11	0.03
VERMONT	7.14	3.36	1.41	0.98	0.85	0.07	0.11	0.07
VIRGINIA	8.41	4.35	1.79	0.94	0.76	0.21	0.09	0.05
WASHINGTON	7.28	3.45	1.33	0.64	0.46	0.25	0.20	0.10
WEST VIRGINIA	9.38	4.30	2.55	1.74	0.48	0.00	0.09	0.06
WISCONSIN	7.32	2.42	1.35	0.39	1.07	1.94	0.03	0.05
WYOMING	8.36	4.39	2.26	0.50	0.58	0.00	0.13	0.13
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
50 STATES AND D.C.	8.19	4.19	1.74	0.93	0.71	0.19	0.11	0.10

THE SUM OF THE PERCENTAGES OF INDIVIDUAL DISABILITIES MAY NOT EQUAL THE PERCENTAGE OF ALL DISABILITIES BECAUSE OF ROUNDING.

PERCENTAGE OF CHILDREN SERVED IS BASED ON U.S. CENSUS BUREAU ESTIMATED RESIDENT POPULATION, BY STATE, FOR JULY, 1993.

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994

SOURCE: AR_AA14.SFW

Table AA14

Percentage (Based on Estimated Resident Population) of Children Age 6-21 Served Under IDEA, Part B and Chapter 1 of ESEA (SOP) by Disability

During the 1993-94 School Year

STATE	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY
ALABAMA	0.10	0.04	0.02	0.00	0.01
ALASKA	0.13	0.03	0.02	0.01	0.02
ARIZONA	0.04	0.05	0.03	0.00	0.01
ARKANSAS	0.18	0.03	0.02	0.00	0.01
CALIFORNIA	0.16	0.05	0.03	0.00	0.01
COLORADO	0.00	0.04	0.00	0.01	0.01
CONNECTICUT	0.21	0.07	0.04	0.00	0.01
DELAWARE	0.00	0.06	0.09	0.05	0.00
DISTRICT OF COLUMBIA	0.10	0.04	0.05	0.01	0.00
FLORIDA	0.06	0.04	0.03	0.00	0.00
GEORGIA	0.10	0.03	0.02	0.00	0.01
HAWAII	0.11	0.03	0.03	0.00	0.00
IDAHO	0.12	0.03	0.02	0.00	0.03
ILLINOIS	0.07	0.04	0.02	0.00	0.00
INDIANA	0.04	0.04	0.03	0.00	0.01
IOWA	0.00	0.03	0.02	0.01	0.01
KANSAS	0.17	0.03	0.02	0.00	0.03
KENTUCKY	0.06	0.05	0.01	0.00	0.01
LOUISIANA	0.26	0.04	0.05	0.00	0.01
MAINE	0.21	0.03	0.03	0.00	0.02
MARYLAND	0.17	0.05	0.02	0.00	0.01
MASSACHUSETTS	0.09	0.05	0.05	0.00	0.02
MICHIGAN	0.00	0.04	0.06	0.00	0.00
MINNESOTA	0.18	0.03	0.04	0.00	0.01
MISSISSIPPI	0.00	0.03	0.00	0.00	0.00
MISSOURI	0.08	0.03	0.03	0.01	0.01
MONTANA	0.15	0.04	0.02	0.01	0.02
NEBRASKA	0.20	0.05	0.01	0.00	0.02
NEVADA	0.16	0.03	0.01	0.00	0.01
NEW HAMPSHIRE	0.48	0.04	0.00	0.00	0.00
NEW JERSEY	0.04	0.02	0.04	0.00	0.00
NEW MEXICO	0.14	0.04	0.01	0.00	0.02
NEW YORK	0.15	0.04	0.06	0.00	0.01
NORTH CAROLINA	0.23	0.04	0.06	0.00	0.01
NORTH DAKOTA	0.11	0.03	0.02	0.03	0.01
OHIO	0.09	0.04	0.01	0.00	0.00
OKLAHOMA	0.05	0.04	0.01	0.00	0.01
OREGON	0.21	0.08	0.15	0.00	0.02
PENNSYLVANIA	0.01	0.05	0.03	0.00	0.05
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	0.23	0.04	0.01	0.00	0.01
SOUTH CAROLINA	0.05	0.05	0.02	0.00	0.00
SOUTH DAKOTA	0.07	0.04	0.02	0.00	0.02
TENNESSEE	0.35	0.07	0.03	0.00	0.01
TEXAS	0.33	0.04	0.04	0.00	0.00
UTAH	0.08	0.06	0.02	0.01	0.03
VERMONT	0.22	0.03	0.02	0.00	0.01
VIRGINIA	0.12	0.04	0.05	0.00	0.01
WASHINGTON	0.82	0.03	0.00	0.00	0.00
WEST VIRGINIA	0.05	0.05	0.04	0.01	0.01
WISCONSIN	0.05	0.02	0.00	0.00	0.00
WYOMING	0.28	0.04	0.01	0.00	0.03
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES AND D.C.	0.14	0.04	0.03	0.00	0.01

THE SUM OF THE PERCENTAGES OF INDIVIDUAL DISABILITIES MAY NOT EQUAL THE PERCENTAGE OF ALL DISABILITIES BECAUSE OF ROUNDING.

PERCENTAGE OF CHILDREN SERVED IS BASED ON U.S. CENSUS BUREAU ESTIMATED RESIDENT POPULATION, BY STATE, FOR JULY, 1993.

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AA14.SFW

Table AA15

Percentage (Based on Estimated Resident Population) of Children Age 6-17 Served Under IDEA, Part B and Chapter 1 of ESEA (SOP) by Disability

During the 1993-94 School Year

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS
ALABAMA	11.89	5.00	2.43	3.14	0.75	0.16	0.12	0.06
ALASKA	12.26	7.69	2.69	0.44	0.62	0.35	0.14	0.07
ARIZONA	8.64	5.08	1.71	0.71	0.56	0.16	0.16	0.10
ARKANSAS	10.25	5.69	1.56	2.27	0.08	0.18	0.12	0.04
CALIFORNIA	8.77	5.39	2.00	0.42	0.28	0.09	0.14	0.16
COLORADO	9.21	5.18	1.41	0.38	1.30	0.45	0.14	0.27
CONNECTICUT	12.26	6.51	2.12	0.69	2.07	0.27	0.14	0.05
DELAWARE	11.23	7.10	1.41	1.35	0.68	0.00	0.16	0.27
DISTRICT OF COLUMBIA	8.61	5.21	0.52	1.45	1.03	0.01	0.04	0.10
FLORIDA	12.21	5.59	3.41	1.35	1.41	0.00	0.08	0.20
GEORGIA	8.94	2.91	2.01	1.90	1.76	0.00	0.10	0.06
HAWAII	6.86	3.75	1.16	0.77	0.65	0.09	0.15	0.08
IDAHO	8.35	5.01	1.49	1.11	0.18	0.13	0.12	0.06
ILLINOIS	10.95	5.58	2.74	1.01	1.22	0.00	0.13	0.12
INDIANA	11.06	4.67	3.50	1.77	0.69	0.07	0.13	0.07
IOWA	10.63	5.00	1.69	2.03	1.40	0.10	0.15	0.19
KANSAS	9.15	4.09	2.24	1.03	0.95	0.30	0.11	0.10
KENTUCKY	9.66	3.28	2.78	2.52	0.58	0.16	0.11	0.06
LOUISIANA	8.58	3.88	2.00	1.27	0.61	0.09	0.15	0.13
MAINE	12.06	5.56	2.85	0.61	1.87	0.62	0.12	0.06
MARYLAND	10.43	5.20	2.94	0.60	0.67	0.50	0.14	0.06
MASSACHUSETTS	14.90	9.23	2.39	1.35	1.23	0.22	0.14	0.09
MICHIGAN	9.18	4.44	2.06	0.98	0.99	0.11	0.14	0.34
MINNESOTA	9.05	3.99	1.63	1.02	1.77	0.00	0.18	0.14
MISSISSIPPI	10.84	5.68	3.42	1.29	0.05	0.06	0.10	0.20
MISSOURI	10.93	5.82	2.53	1.19	0.96	0.05	0.11	0.07
MONTANA	9.68	5.85	1.96	0.67	0.59	0.13	0.13	0.04
NEBRASKA	10.68	4.76	2.80	1.46	0.87	0.11	0.19	0.16
NEVADA	9.58	6.00	1.93	0.56	0.53	0.12	0.09	0.07
NEW HAMPSHIRE	10.51	5.86	2.31	0.38	0.96	0.15	0.12	0.08
NEW JERSEY	13.58	7.38	3.88	0.30	1.04	0.72	0.10	0.04
NEW MEXICO	12.06	6.13	3.58	0.52	1.05	0.26	0.12	0.14
NEW YORK	10.48	6.16	1.23	0.56	1.45	0.47	0.18	0.10
NORTH CAROLINA	10.59	4.81	2.28	1.87	0.85	0.11	0.16	0.08
NORTH DAKOTA	8.84	4.46	2.63	0.88	0.44	0.00	0.09	0.08
OHIO	10.12	3.86	2.68	2.21	0.53	0.46	0.11	0.11
OKLAHOMA	10.80	5.62	2.42	1.89	0.37	0.21	0.11	0.05
OREGON	10.40	5.53	2.49	0.70	0.66	0.00	0.28	0.19
PENNSYLVANIA	9.27	4.38	2.26	1.36	0.86	0.04	0.15	0.05
PUERTO RICO	.	.	.	.	.	.	.	.
RHODE ISLAND	13.09	8.34	2.46	0.57	1.04	0.10	0.09	0.11
SOUTH CAROLINA	10.94	4.72	2.85	2.14	0.78	0.04	0.14	0.11
SOUTH DAKOTA	8.98	4.55	2.47	0.86	0.41	0.29	0.11	0.09
TENNESSEE	12.14	6.43	2.89	1.39	0.38	0.18	0.14	0.12
TEXAS	10.50	6.23	1.91	0.60	0.91	0.07	0.14	0.12
UTAH	10.02	5.72	1.68	0.64	1.29	0.26	0.14	0.04
VERMONT	9.04	4.31	1.85	1.14	1.07	0.08	0.14	0.08
VIRGINIA	10.89	5.63	2.43	1.12	0.99	0.27	0.11	0.07
WASHINGTON	9.02	4.25	1.72	0.74	0.58	0.29	0.25	0.12
WEST VIRGINIA	12.15	5.47	3.49	2.17	0.62	0.00	0.11	0.08
WISCONSIN	9.01	2.95	1.75	0.43	1.30	2.40	0.04	0.07
WYOMING	10.33	5.43	2.90	0.54	0.69	0.00	0.15	0.16
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
50 STATES AND D.C.	10.31	5.28	2.29	1.09	0.89	0.22	0.13	0.12

THE SUM OF THE PERCENTAGES OF INDIVIDUAL DISABILITIES MAY NOT EQUAL THE PERCENTAGE OF ALL DISABILITIES BECAUSE OF ROUNDING.

PERCENTAGE OF CHILDREN SERVED IS BASED ON U.S. CENSUS BUREAU ESTIMATED RESIDENT POPULATION, BY STATE, FOR JULY, 1993.

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AA15.SFW

Table AA15

Percentage (Based on Estimated Resident Population) of Children Age 6-17 Served Under IDEA, Part B and Chapter 1 OF ESEA (SOP) by Disability

During the 1993-94 School Year

STATE	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY
ALABAMA	0.13	0.06	0.02	0.00	0.01
ALASKA	0.16	0.04	0.02	0.01	0.02
ARIZONA	0.06	0.06	0.03	0.00	0.01
ARKANSAS	0.24	0.04	0.02	0.00	0.01
CALIFORNIA	0.20	0.06	0.03	0.00	0.01
COLORADO	0.00	0.05	0.00	0.01	0.01
CONNECTICUT	0.27	0.09	0.04	0.00	0.01
DELAWARE	0.00	0.08	0.11	0.06	0.00
DISTRICT OF COLUMBIA	0.13	0.04	0.06	0.01	0.00
FLORIDA	0.07	0.05	0.04	0.00	0.00
GEORGIA	0.13	0.04	0.02	0.00	0.01
HAWAII	0.14	0.03	0.03	0.00	0.00
IDAHO	0.16	0.03	0.02	0.00	0.03
ILLINOIS	0.08	0.05	0.02	0.00	0.00
INDIANA	0.05	0.06	0.04	0.01	0.02
IOWA	0.00	0.03	0.03	0.01	0.01
KANSAS	0.22	0.04	0.03	0.00	0.03
KENTUCKY	0.08	0.07	0.01	0.00	0.01
LOUISIANA	0.33	0.05	0.06	0.00	0.01
MAINE	0.26	0.04	0.04	0.00	0.02
MARYLAND	0.21	0.05	0.02	0.00	0.01
MASSACHUSETTS	0.11	0.06	0.05	0.00	0.03
MICHIGAN	0.00	0.05	0.07	0.00	0.00
MINNESOTA	0.22	0.04	0.05	0.00	0.01
MISSISSIPPI	0.00	0.04	0.00	0.00	0.00
MISSOURI	0.10	0.04	0.04	0.01	0.01
MONTANA	0.19	0.05	0.02	0.01	0.03
NEBRASKA	0.25	0.06	0.01	0.00	0.02
NEVADA	0.20	0.04	0.02	0.00	0.01
NEW HAMPSHIRE	0.61	0.05	0.00	0.00	0.00
NEW JERSEY	0.04	0.03	0.05	0.00	0.00
NEW MEXICO	0.18	0.04	0.01	0.00	0.02
NEW YORK	0.20	0.06	0.07	0.00	0.01
NORTH CAROLINA	0.30	0.05	0.08	0.00	0.01
NORTH DAKOTA	0.14	0.04	0.02	0.04	0.01
OHIO	0.10	0.05	0.01	0.00	0.00
OKLAHOMA	0.07	0.05	0.01	0.00	0.01
OREGON	0.26	0.10	0.18	0.00	0.02
PENNSYLVANIA	0.01	0.06	0.04	0.00	0.06
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	0.29	0.05	0.02	0.00	0.01
SOUTH CAROLINA	0.07	0.06	0.02	0.00	0.00
SOUTH DAKOTA	0.09	0.04	0.03	0.00	0.02
TENNESSEE	0.46	0.10	0.04	0.00	0.01
TEXAS	0.41	0.05	0.05	0.00	0.00
UTAH	0.10	0.07	0.03	0.01	0.04
VERMONT	0.29	0.04	0.03	0.00	0.01
VIRGINIA	0.16	0.05	0.06	0.00	0.01
WASHINGTON	1.02	0.03	0.01	0.00	0.00
WEST VIRGINIA	0.07	0.07	0.05	0.01	0.02
WISCONSIN	0.06	0.03	0.00	0.00	0.00
WYOMING	0.35	0.05	0.02	0.00	0.03
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES AND D.C.	0.18	0.05	0.04	0.00	0.01

THE SUM OF THE PERCENTAGES OF INDIVIDUAL DISABILITIES MAY NOT EQUAL THE PERCENTAGE OF ALL DISABILITIES BECAUSE OF ROUNDING.

PERCENTAGE OF CHILDREN SERVED IS BASED ON U.S. CENSUS BUREAU ESTIMATED RESIDENT POPULATION, BY STATE, FOR JULY, 1993.

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AA15.SFW

Table AA16

Percentage (Based on Estimated Enrollment) of Children Age 6-17 Served Under IDEA, Part B and Chapter 1 of ESEA (SOP) by Disability

During the 1993-94 School Year

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS
ALABAMA	11.69	4.92	2.38	3.09	0.74	0.16	0.12	0.06
ALASKA	11.76	7.38	2.59	0.42	0.60	0.33	0.14	0.07
ARIZONA	8.82	5.19	1.74	0.73	0.57	0.16	0.17	0.10
ARKANSAS	9.75	5.42	1.49	2.16	0.08	0.17	0.11	0.03
CALIFORNIA	8.73	5.37	1.99	0.42	0.28	0.09	0.14	0.16
COLORADO	9.09	5.12	1.40	0.38	1.29	0.44	0.14	0.26
CONNECTICUT	12.28	6.52	2.12	0.69	2.08	0.27	0.14	0.05
DELAWARE	11.94	7.55	1.50	1.44	0.72	0.00	0.17	0.29
DISTRICT OF COLUMBIA	7.27	4.40	0.44	1.22	0.87	0.01	0.03	0.08
FLORIDA	12.17	5.57	3.40	1.34	1.40	0.00	0.08	0.20
GEORGIA	8.65	2.82	1.94	1.84	1.70	0.00	0.09	0.06
HAWAII	7.18	3.93	1.21	0.81	0.68	0.10	0.16	0.08
IDAHO	8.09	4.85	1.44	1.08	0.17	0.13	0.12	0.06
ILLINOIS	11.51	5.86	2.88	1.07	1.28	0.00	0.14	0.12
INDIANA	11.32	4.78	3.58	1.81	0.70	0.07	0.13	0.07
IOWA	10.77	5.06	1.71	2.06	1.42	0.10	0.15	0.19
KANSAS	9.18	4.10	2.25	1.03	0.95	0.30	0.11	0.10
KENTUCKY	9.96	3.38	2.87	2.60	0.60	0.17	0.11	0.06
LOUISIANA	8.95	4.05	2.09	1.33	0.64	0.09	0.15	0.14
MAINE	11.88	5.47	2.81	0.60	1.84	0.61	0.12	0.06
MARYLAND	10.64	5.31	3.01	0.62	0.68	0.51	0.14	0.07
MASSACHUSETTS	14.95	9.26	2.40	1.35	1.24	0.22	0.14	0.09
MICHIGAN	9.44	4.57	2.12	1.01	1.02	0.11	0.15	0.34
MINNESOTA	9.25	4.08	1.66	1.05	1.81	0.00	0.18	0.15
MISSISSIPPI	11.00	5.76	3.46	1.31	0.05	0.06	0.10	0.21
MISSOURI	11.47	6.11	2.65	1.25	1.01	0.06	0.11	0.08
MONTANA	9.55	5.78	1.93	0.66	0.58	0.13	0.13	0.04
NEBRASKA	11.21	4.99	2.93	1.53	0.91	0.12	0.20	0.17
NEVADA	9.01	5.65	1.82	0.52	0.50	0.12	0.09	0.07
NEW HAMPSHIRE	10.74	5.99	2.36	0.38	0.98	0.15	0.12	0.08
NEW JERSEY	14.20	7.72	4.06	0.32	1.08	0.75	0.10	0.04
NEW MEXICO	11.90	6.05	3.54	0.51	1.03	0.25	0.12	0.14
NEW YORK	10.81	6.36	1.27	0.58	1.50	0.49	0.18	0.10
NORTH CAROLINA	10.40	4.73	2.24	1.83	0.84	0.10	0.16	0.08
NORTH DAKOTA	8.86	4.48	2.64	0.88	0.45	0.00	0.09	0.08
OHIO	10.58	4.04	2.80	2.31	0.56	0.48	0.12	0.12
OKLAHOMA	10.62	5.52	2.38	1.85	0.36	0.20	0.11	0.05
OREGON	10.60	5.63	2.53	0.71	0.68	0.00	0.28	0.19
PENNSYLVANIA	10.08	4.76	2.46	1.47	0.94	0.04	0.16	0.06
PUERTO RICO	5.49	2.12	0.45	2.16	0.14	0.16	0.12	0.08
RHODE ISLAND	13.50	8.60	2.54	0.59	1.07	0.10	0.10	0.11
SOUTH CAROLINA	10.74	4.64	2.80	2.11	0.77	0.04	0.14	0.10
SOUTH DAKOTA	8.43	4.28	2.32	0.81	0.38	0.27	0.11	0.08
TENNESSEE	11.88	6.29	2.83	1.36	0.37	0.18	0.14	0.12
TEXAS	9.75	5.79	1.77	0.56	0.84	0.07	0.13	0.11
UTAH	9.63	5.50	1.61	0.62	1.23	0.25	0.13	0.04
VERMONT	8.75	4.18	1.79	1.11	1.04	0.08	0.13	0.08
VIRGINIA	10.68	5.52	2.38	1.10	0.97	0.26	0.11	0.07
WASHINGTON	9.03	4.26	1.72	0.74	0.58	0.29	0.25	0.12
WEST VIRGINIA	11.80	5.31	3.39	2.11	0.60	0.00	0.11	0.08
WISCONSIN	9.77	3.19	1.89	0.46	1.41	2.60	0.04	0.07
WYOMING	9.97	5.24	2.80	0.53	0.67	0.00	0.15	0.16
AMERICAN SAMOA	2.48	0.72	0.88	0.54	0.14	0.08	0.08	0.01
GUAM	4.57	3.05	0.66	0.40	0.05	0.09	0.10	0.06
NORTHERN MARIANAS	3.97	2.35	0.27	0.17	0.07	0.64	0.10	0.25
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	5.34	1.80	0.58	2.37	0.10	0.14	0.07	0.00
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	10.31	5.27	2.28	1.11	0.89	0.22	0.14	0.12
50 STATES, D.C., & P.R.	10.31	5.27	2.28	1.11	0.89	0.22	0.14	0.12

THE SUM OF THE PERCENTAGES OF INDIVIDUAL DISABILITIES MAY NOT EQUAL THE PERCENTAGE OF ALL DISABILITIES BECAUSE OF ROUNDING.

PERCENTAGE OF CHILDREN SERVED IS BASED ON 1993-1994 ENROLLMENT COUNTS FROM NCES. THESE COUNTS INCLUDE INDIVIDUALS WITH AND WITHOUT DISABILITIES, IN PRE-KINDERGARTEN THROUGH GRADE 12.

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AA16.SFW

Table AA16

Percentage (Based on Estimated Enrollment) of Children Age 6-17 Served Under IDEA, Part B and Chapter 1 of ESEA (SOP) by Disability

During the 1993-94 School Year

STATE	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY
ALABAMA	0.13	0.05	0.02	0.00	0.01
ALASKA	0.16	0.03	0.02	0.01	0.02
ARIZONA	0.06	0.06	0.03	0.00	0.01
ARKANSAS	0.23	0.04	0.02	0.00	0.01
CALIFORNIA	0.20	0.05	0.03	0.00	0.01
COLORADO	0.00	0.05	0.00	0.01	0.01
CONNECTICUT	0.27	0.09	0.04	0.00	0.01
DELAWARE	0.00	0.08	0.12	0.07	0.00
DISTRICT OF COLUMBIA	0.11	0.04	0.05	0.01	0.00
FLORIDA	0.07	0.05	0.04	0.00	0.00
GEORGIA	0.13	0.04	0.02	0.00	0.01
HAWAII	0.15	0.03	0.03	0.00	0.00
IDAHO	0.15	0.03	0.02	0.00	0.03
ILLINOIS	0.08	0.05	0.02	0.00	0.00
INDIANA	0.05	0.06	0.04	0.01	0.02
IOWA	0.00	0.03	0.03	0.01	0.01
KANSAS	0.22	0.04	0.03	0.00	0.03
KENTUCKY	0.08	0.07	0.01	0.00	0.01
LOUISIANA	0.35	0.05	0.06	0.00	0.01
MAINE	0.26	0.04	0.04	0.00	0.02
MARYLAND	0.22	0.06	0.02	0.00	0.01
MASSACHUSETTS	0.11	0.06	0.05	0.00	0.03
MICHIGAN	0.00	0.05	0.07	0.00	0.00
MINNESOTA	0.23	0.04	0.05	0.00	0.01
MISSISSIPPI	0.00	0.04	0.00	0.00	0.00
MISSOURI	0.11	0.04	0.04	0.01	0.01
MONTANA	0.19	0.05	0.02	0.01	0.03
NEBRASKA	0.26	0.07	0.01	0.00	0.02
NEVADA	0.19	0.04	0.02	0.00	0.01
NEW HAMPSHIRE	0.62	0.05	0.00	0.00	0.00
NEW JERSEY	0.05	0.03	0.05	0.00	0.00
NEW MEXICO	0.18	0.04	0.01	0.00	0.02
NEW YORK	0.20	0.06	0.07	0.00	0.01
NORTH CAROLINA	0.29	0.05	0.07	0.00	0.01
NORTH DAKOTA	0.14	0.04	0.02	0.04	0.01
OHIO	0.11	0.05	0.01	0.00	0.00
OKLAHOMA	0.06	0.05	0.01	0.00	0.01
OREGON	0.27	0.10	0.18	0.00	0.02
PENNSYLVANIA	0.01	0.07	0.04	0.00	0.06
PUERTO RICO	0.11	0.09	0.05	0.00	0.00
RHODE ISLAND	0.30	0.05	0.02	0.00	0.01
SOUTH CAROLINA	0.06	0.06	0.02	0.00	0.00
SOUTH DAKOTA	0.09	0.04	0.02	0.00	0.02
TENNESSEE	0.45	0.09	0.04	0.00	0.01
TEXAS	0.38	0.05	0.04	0.00	0.00
UTAH	0.10	0.07	0.03	0.01	0.03
VERMONT	0.28	0.04	0.03	0.00	0.01
VIRGINIA	0.16	0.05	0.05	0.00	0.01
WASHINGTON	1.03	0.03	0.01	0.00	0.00
WEST VIRGINIA	0.07	0.07	0.05	0.01	0.01
WISCONSIN	0.06	0.03	0.00	0.00	0.00
WYOMING	0.33	0.05	0.02	0.00	0.03
AMERICAN SAMOA	0.00	0.01	0.00	0.02	0.00
GUAM	0.09	0.05	0.01	0.01	0.01
NORTHERN MARIANAS	0.02	0.00	0.07	0.02	0.00
PALAU	-	-	-	-	-
VIRGIN ISLANDS	0.06	0.01	0.00	0.19	0.00
BUR. OF INDIAN AFFAIRS	-	-	-	-	-
U.S. AND OUTLYING AREAS	0.18	0.05	0.04	0.00	0.01
50 STATES, D.C., & P.R.	0.18	0.05	0.04	0.00	0.01

THE SUM OF THE PERCENTAGES OF INDIVIDUAL DISABILITIES MAY NOT EQUAL THE PERCENTAGE OF ALL DISABILITIES BECAUSE OF ROUNDING.

PERCENTAGE OF CHILDREN SERVED IS BASED ON 1993-1994 ENROLLMENT COUNTS FROM NCES. THESE COUNTS INCLUDE INDIVIDUALS WITH AND WITHOUT DISABILITIES, IN PRE-KINDERGARTEN THROUGH GRADE 12.

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AA16.SFW

Table AB1

Number of Children Age 3-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

ALL DISABILITIES

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	NUMBER							
ALABAMA	49,243	21,776	23,048	1,276	173	503	230	328
ALASKA	6,681	4,588	1,585	39	43	17	24	4
ARIZONA	4,342	42,629	14,840	1,096	990	180	308	168
ARKANSAS	21,040	20,086	7,196	200	1,144	440	248	693
CALIFORNIA	260,698	109,459	125,402	5,821	6,177	1,092	1,327	2,904
COLORADO	15,314	35,364	9,655	715	124	519	486	361
CONNECTICUT	34,169	13,622	15,162	1,553	1,846	25	671	297
DELAWARE	4,927	3,964	3,793	1,181	5	37	8	100
DISTRICT OF COLUMBIA	763	1,502	2,977	803	540	2	245	59
FLORIDA	106,176	57,081	68,800	8,541	1,140	829	14	828
GEORGIA	51,048	34,399	28,295	846	108	655	85	364
HAWAII	5,340	4,314	4,000	44	16	0	5	94
IDAHO	14,268	5,093	2,521	433	69	35	12	74
ILLINOIS	65,911	81,316	77,785	9,416	5,666	1,704	697	1,212
INDIANA	73,064	13,317	31,641	2,427	144	557	163	188
IOWA	12,396	37,301	10,088	891	0	460	299	203
KANSAS	24,505	13,761	7,272	1,077	295	769	116	307
KENTUCKY	37,926	31,109	9,404	907	189	681	26	542
LOUISIANA	28,147	13,398	35,086	1,852	269	1,214	89	377
MAINE	14,492	9,731	3,273	293	587	16	225	388
MARYLAND	43,456	16,993	23,551	4,595	1,673	612	594	339
MASSACHUSETTS	96,689	21,965	23,719	2,620	4,312	0	784	1,266
MICHIGAN	80,812	43,235	41,098	7,898	.	466	237	204
MINNESOTA	41,543	26,866	9,538	3,902	499	1,110	213	316
MISSISSIPPI	20,386	23,453	16,413	408	53	263	33	315
MISSOURI	43,870	50,668	25,060	5,384	1,328	329	270	293
MONTANA	10,850	5,416	1,878	56	0	57	68	86
NEBRASKA	21,459	7,590	4,744	486	93	242	33	383
NEVADA	7,212	9,747	4,026	1,194	26	11	8	205
NEW HAMPSHIRE	11,375	4,856	4,050	564	362	59	320	89
NEW JERSEY	60,039	46,557	59,250	8,462	9,713	630	126	789
NEW MEXICO	16,387	10,436	13,436	80	14	398	16	112
NEW YORK	78,465	80,914	118,223	27,643	11,938	1,141	1,415	1,822
NORTH CAROLINA	75,469	29,400	22,170	2,628	580	923	364	566
NORTH DAKOTA	9,242	1,490	1,403	211	21	89	55	72
OHIO	76,748	75,353	36,060	9,790	12,587	754	.	2,830
OKLAHOMA	35,169	21,524	12,084	764	66	450	88	241
OREGON	36,762	12,827	5,370	436	767	195	114	470
PENNSYLVANIA	76,323	54,112	63,246	5,045	3,191	1,149	542	448
PUERTO RICO	4,307	15,283	12,243	867	278	114	66	1,231
RHODE ISLAND	11,237	3,703	5,763	126	594	0	271	174
SOUTH CAROLINA	28,517	29,523	19,263	1,212	65	554	16	415
SOUTH DAKOTA	9,597	3,409	1,552	183	105	147	260	44
TENNESSEE	57,037	32,001	20,658	1,113	717	506	20	1,224
TEXAS	96,267	175,762	94,434	3,968	230	5,856	38	5,776
UTAH	19,902	15,760	9,901	1,238	0	433	0	688
VERMONT	8,755	289	636	147	163	8	146	188
VIRGINIA	48,229	37,198	33,592	1,543	831	939	443	1,203
WASHINGTON	45,998	27,142	19,125	703	398	275	19	424
WEST VIRGINIA	2,987	30,594	9,680	388	130	246	20	182
WISCONSIN	34,089	36,245	23,240	1,189	29	506	6	155
WYOMING	6,744	5,083	1,216	72	31	181	59	15
AMERICAN SAMOA	321	31	11	42	0	0	0	0
GUAM	666	633	429	34	6	1	0	1
NORTHERN MARIANAS	290	38	7	0	8	0	0	2
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	198	114	559	29	0	0	19	10
BUR. OF INDIAN AFFAIRS	3,319	2,697	416	0	0	22	124	0
U.S. AND OUTLYING AREAS	2,051,166	1,512,717	1,219,867	134,431	70,333	28,401	12,065	32,069
50 STATES, D.C., & P.R.	2,046,372	1,509,204	1,218,445	134,326	70,319	28,378	11,922	32,056

THE NUMBER OF STUDENTS SERVED IN CORRECTIONAL FACILITIES AND IN PRIVATE SCHOOLS NOT PLACED OR REFERRED BY PUBLIC AGENCIES ARE DUPLICATE COUNTS. THESE STUDENTS ARE ALSO REPORTED AS BEING SERVED IN ONE OF THE OTHER EIGHT EDUCATIONAL ENVIRONMENTS.

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB1.SPW

Table AB1

Number of Children Age 3-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

ALL DISABILITIES

STATE	NUMBER CORRECTIONAL FACILITY	PRIVATE SCHOOLS NOT PLACED
ALABAMA	114	0
ALASKA	67	1
ARIZONA	43	338
ARKANSAS	27	11
CALIFORNIA	1,698	0
COLORADO	324	0
CONNECTICUT	321	5
DELAWARE	258	0
DISTRICT OF COLUMBIA	93	0
FLORIDA	1,083	875
GEORGIA	115	291
HAWAII	38	16
IDAHO	2	88
ILLINOIS	508	2,613
INDIANA	119	2,934
IOWA	141	1,117
KANSAS	137	948
KENTUCKY	328	271
LOUISIANA	144	1,523
MAINE	93	0
MARYLAND	273	507
MASSACHUSETTS	210	.
MICHIGAN	270	3,231
MINNESOTA	205	0
MISSISSIPPI	0	95
MISSOURI	162	2,218
MONTANA	0	.
NEBRASKA	55	1,140
NEVADA	128	68
NEW HAMPSHIRE	35	33
NEW JERSEY	477	11,986
NEW MEXICO	170	62
NEW YORK	862	5,961
NORTH CAROLINA	207	697
NORTH DAKOTA	6	.
OHIO	459	0
OKLAHOMA	0	0
OREGON	18	50
PENNSYLVANIA	417	1,709
PUERTO RICO	18	44
RHODE ISLAND	96	368
SOUTH CAROLINA	176	84
SOUTH DAKOTA	0	0
TENNESSEE	243	167
TEXAS	507	.
UTAH	17	0
VERMONT	8	46
VIRGINIA	1,288	875
WASHINGTON	232	340
WEST VIRGINIA	27	0
WISCONSIN	312	1,338
WYOMING	0	0
AMERICAN SAMOA	0	0
GUAM	2	0
NORTHERN MARIANAS	0	0
PALAU	.	.
VIRGIN ISLANDS	8	40
BUR. OF INDIAN AFFAIRS	0	0
U.S. AND OUTLYING AREAS	12,541	42,090
50 STATES, D.C., & P.R.	12,531	42,050

THE NUMBER OF STUDENTS SERVED IN CORRECTIONAL FACILITIES AND IN PRIVATE SCHOOLS NOT PLACED OR REFERRED BY PUBLIC AGENCIES ARE DUPLICATE COUNTS. THESE STUDENTS ARE ALSO REPORTED AS BEING SERVED IN ONE OF THE OTHER EIGHT EDUCATIONAL ENVIRONMENTS.

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB1.SFW

Table AB1

Percentage of Children Age 3-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

ALL DISABILITIES

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	PERCENTAGE							
ALABAMA	50.99	22.55	23.86	1.32	0.18	0.52	0.24	0.34
ALASKA	51.47	35.34	12.21	0.30	0.33	0.13	0.18	0.03
ARIZONA	6.73	66.04	22.99	1.70	1.53	0.28	0.48	0.26
ARKANSAS	41.22	39.35	14.10	0.39	2.24	0.86	0.49	1.36
CALIFORNIA	50.83	21.34	24.45	1.13	1.20	0.21	0.26	0.57
COLORADO	24.49	56.55	15.44	1.14	0.20	0.83	0.78	0.58
CONNECTICUT	50.74	20.23	22.51	2.31	2.74	0.04	1.00	0.44
DELAWARE	35.16	28.28	27.06	8.43	0.04	0.26	0.06	0.71
DISTRICT OF COLUMBIA	11.07	21.80	43.20	11.65	7.84	0.03	3.56	0.86
FLORIDA	43.62	23.45	28.27	3.51	0.47	0.34	0.01	0.34
GEORGIA	44.08	29.71	24.43	0.73	0.09	0.57	0.07	0.31
HAWAII	38.66	31.23	28.96	0.32	0.12	.	0.04	0.68
IDAHO	63.40	22.63	11.20	1.92	0.31	0.16	0.05	0.33
ILLINOIS	27.05	33.37	31.92	3.86	2.32	0.70	0.29	0.50
INDIANA	60.13	10.96	26.04	2.00	0.12	0.46	0.13	0.15
IOWA	20.11	60.52	16.37	1.45	.	0.75	0.49	0.33
KANSAS	50.94	28.61	15.12	2.24	0.61	1.60	0.24	0.64
KENTUCKY	46.95	38.51	11.64	1.12	0.23	0.84	0.03	0.67
LOUISIANA	34.99	16.66	43.62	2.30	0.33	1.51	0.11	0.47
MAINE	49.96	33.55	11.28	1.01	2.02	0.06	0.78	1.34
MARYLAND	47.33	18.51	25.65	5.00	1.82	0.67	0.65	0.37
MASSACHUSETTS	63.88	14.51	15.67	1.73	2.85	.	0.52	0.84
MICHIGAN	46.46	24.85	23.63	4.54	.	0.27	0.14	0.12
MINNESOTA	49.46	31.99	11.36	4.65	0.59	1.32	0.25	0.38
MISSISSIPPI	33.24	38.24	26.76	0.67	0.09	0.43	0.05	0.51
MISSOURI	34.49	39.83	19.70	4.23	1.04	0.26	0.21	0.23
MONTANA	58.93	29.42	10.20	0.30	.	0.31	0.37	0.47
NEBRASKA	61.26	21.67	13.54	1.39	0.27	0.69	0.09	1.09
NEVADA	32.15	43.46	17.95	5.32	0.12	0.05	0.04	0.91
NEW HAMPSHIRE	52.48	22.40	18.69	2.60	1.67	0.27	1.48	0.41
NEW JERSEY	32.35	25.09	31.93	4.56	5.23	0.34	0.07	0.43
NEW MEXICO	40.09	25.53	32.87	0.20	0.03	0.97	0.04	0.27
NEW YORK	24.40	25.16	36.77	8.60	3.71	0.35	0.44	0.57
NORTH CAROLINA	57.13	22.26	16.78	1.99	0.44	0.70	0.28	0.43
NORTH DAKOTA	73.45	11.84	11.15	1.68	0.17	0.71	0.44	0.57
OHIO	35.84	35.19	16.84	4.57	5.88	0.35	.	1.32
OKLAHOMA	49.97	30.58	17.17	1.09	0.09	0.64	0.13	0.34
OREGON	64.56	22.53	9.43	0.77	1.35	0.34	0.20	0.83
PENNSYLVANIA	37.40	26.52	30.99	2.47	1.56	0.56	0.27	0.22
PUERTO RICO	12.52	44.44	35.60	2.52	0.81	0.33	0.19	3.58
RHODE ISLAND	51.39	16.93	26.35	0.58	2.72	.	1.24	0.80
SOUTH CAROLINA	35.84	37.11	24.21	1.52	0.08	0.70	0.02	0.52
SOUTH DAKOTA	62.74	22.29	10.15	1.20	0.69	0.96	1.70	0.29
TENNESSEE	50.35	28.25	18.24	0.98	0.63	0.45	0.02	1.08
TEXAS	25.18	45.97	24.70	1.04	0.06	1.53	0.01	1.51
UTAH	41.53	32.89	20.66	2.58	.	0.90	.	1.44
VERMONT	84.74	2.80	6.16	1.42	1.58	0.08	1.41	1.82
VIRGINIA	38.90	30.00	27.10	1.24	0.67	0.76	0.36	0.97
WASHINGTON	48.89	28.85	20.33	0.75	0.42	0.29	0.02	0.45
WEST VIRGINIA	6.75	69.17	21.89	0.88	0.29	0.56	0.05	0.41
WISCONSIN	35.71	37.97	24.35	1.25	0.03	0.53	0.01	0.16
WYOMING	50.32	37.93	9.07	0.54	0.23	1.35	0.44	0.11
AMERICAN SAMOA	79.26	7.65	2.72	10.37	.	.	.	.
GUAM	37.63	35.76	24.24	1.92	0.34	0.06	.	0.06
NORTHERN MARIANAS	84.06	11.01	2.03	.	2.32	.	.	0.58
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	21.31	12.27	60.17	3.12	.	.	2.05	1.08
BUR. OF INDIAN AFFAIRS	50.46	41.00	6.32	.	.	0.33	1.89	.
U.S. AND OUTLYING AREAS	40.53	29.89	24.10	2.66	1.39	0.56	0.24	0.63
50 STATES, D.C., & P.R.	40.51	29.88	24.12	2.66	1.39	0.56	0.24	0.63

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB1.SFW

BEST COPY AVAILABLE

Table AB2

Number of Children Age 6-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

ALL DISABILITIES

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	42,867	21,638	22,191	944	139	472	217	248
ALASKA	6,599	4,508	1,577	39	43	17	24	4
ARIZONA	3,503	39,638	13,006	1,078	731	180	299	152
ARKANSAS	17,776	19,610	6,503	169	419	427	240	163
CALIFORNIA	236,991	106,219	107,995	4,390	5,955	1,031	1,320	2,158
COLORADO	13,262	34,359	7,791	417	31	509	474	332
CONNECTICUT	32,058	13,039	12,136	1,352	1,724	25	670	270
DELAWARE	4,128	3,961	2,981	1,008	1	37	8	85
DISTRICT OF COLUMBIA	612	1,460	2,815	760	521	2	245	26
FLORIDA	85,941	48,722	54,391	7,174	471	789	14	633
GEORGIA	45,871	31,783	26,412	562	32	652	76	131
HAWAII	5,134	4,225	3,370	37	8	0	5	92
IDAHO	13,057	4,645	1,736	168	27	31	10	51
ILLINOIS	55,474	80,527	68,085	7,445	5,430	1,588	697	1,071
INDIANA	67,104	13,232	29,633	1,804	2	503	144	121
IOWA	9,682	37,157	7,765	743	0	440	277	111
KANSAS	22,641	11,846	7,040	730	114	758	116	73
KENTUCKY	27,132	29,987	9,079	692	42	679	26	432
LOUISIANA	24,801	13,100	31,118	1,482	203	1,201	86	362
MAINE	12,832	9,656	3,096	202	186	16	219	121
MARYLAND	39,276	14,509	23,114	4,310	1,423	591	594	219
MASSACHUSETTS	85,384	21,669	22,500	2,587	4,087	0	780	1,233
MICHIGAN	73,282	42,703	34,674	6,423	.	456	233	163
MINNESOTA	38,551	25,386	6,259	2,320	459	1,096	135	141
MISSISSIPPI	18,046	22,619	15,167	271	30	248	33	264
MISSOURI	42,558	50,300	22,460	4,922	1,040	321	270	221
MONTANA	9,701	5,078	1,525	40	0	56	67	83
NEBRASKA	19,652	7,461	4,176	358	73	239	33	129
NEVADA	6,556	9,588	2,929	838	16	11	8	173
NEW HAMPSHIRE	10,577	4,725	3,448	466	336	59	310	28
NEW JERSEY	53,378	46,383	52,836	7,415	8,844	536	126	755
NEW MEXICO	15,468	10,337	11,420	74	3	387	16	51
NEW YORK	72,437	79,939	112,597	23,775	6,196	1,091	1,399	1,510
NORTH CAROLINA	66,223	28,731	20,495	1,978	216	893	328	470
NORTH DAKOTA	8,720	1,404	1,050	74	9	80	54	38
OHIO	69,802	75,063	31,897	8,866	11,881	754	.	2,805
OKLAHOMA	31,489	21,326	10,793	481	60	423	75	203
OREGON	35,094	12,694	4,580	280	619	195	114	274
PENNSYLVANIA	68,737	52,361	54,810	4,895	2,785	1,117	528	446
PUERTO RICO	1,584	15,064	9,876	834	263	107	62	1,107
RHODE ISLAND	10,338	3,460	5,084	108	494	0	270	171
SOUTH CAROLINA	22,550	28,580	17,890	1,018	25	541	16	189
SOUTH DAKOTA	8,430	3,081	891	115	98	146	250	8
TENNESSEE	50,471	31,253	19,183	882	623	496	20	1,160
TEXAS	89,469	163,324	87,666	3,670	213	5,132	35	5,352
UTAH	19,078	15,683	9,637	1,201	0	433	0	134
VERMONT	8,259	285	409	82	77	8	143	53
VIRGINIA	43,335	36,526	29,494	1,061	773	927	442	221
WASHINGTON	42,076	25,610	14,139	302	211	248	18	322
WEST VIRGINIA	2,683	28,324	8,764	312	108	232	20	70
WISCONSIN	29,510	34,852	17,320	919	26	478	4	142
WYOMING	6,374	5,000	1,195	72	31	179	59	15
AMERICAN SAMOA	287	31	11	42	0	0	0	0
GUAM	557	618	395	16	6	1	0	1
NORTHERN MARIANAS	244	38	7	0	8	0	0	2
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	188	104	474	29	0	0	19	10
BUR. OF INDIAN AFFAIRS	3,319	2,697	416	0	0	22	124	0
U.S. AND OUTLYING AREAS	1,831,148	1,456,118	1,078,301	112,232	57,111	26,860	11,752	24,799
50 STATES, D.C., & P.R.	1,826,553	1,452,630	1,076,998	112,145	57,097	26,837	11,609	24,786

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB2.SFW

Table AB2

Percentage of Children Age 6-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

ALL DISABILITIES

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	48.32	24.39	25.01	1.06	0.16	0.53	0.24	0.28
ALASKA	51.51	35.19	12.31	0.30	0.34	0.13	0.19	0.03
ARIZONA	5.98	67.66	22.20	1.84	1.25	0.31	0.51	0.26
ARKANSAS	39.23	43.28	14.35	0.37	0.92	0.94	0.53	0.36
CALIFORNIA	50.85	22.79	23.17	0.94	1.28	0.22	0.28	0.46
COLORADO	23.20	60.09	13.63	0.73	0.05	0.89	0.83	0.58
CONNECTICUT	52.32	21.28	19.81	2.21	2.81	0.04	1.09	0.44
DELAWARE	33.81	32.44	24.42	8.26	0.01	0.30	0.07	0.70
DISTRICT OF COLUMBIA	9.50	22.67	43.70	11.80	8.09	0.03	3.80	0.40
FLORIDA	43.37	24.59	27.45	3.62	0.24	0.40	0.01	0.32
GEORGIA	43.47	30.12	25.03	0.53	0.03	0.62	0.07	0.12
HAWAII	39.89	32.83	26.18	0.29	0.06	.	0.04	0.71
IDAHO	66.20	23.55	8.80	0.85	0.14	0.16	0.05	0.26
ILLINOIS	25.18	36.55	30.90	3.38	2.46	0.72	0.32	0.49
INDIANA	59.63	11.76	26.33	1.60	0.00	0.45	0.13	0.11
IOWA	17.24	66.15	13.82	1.32	.	0.78	0.49	0.20
KANSAS	52.27	27.35	16.25	1.69	0.26	1.75	0.27	0.17
KENTUCKY	39.86	44.05	13.34	1.02	0.06	1.00	0.04	0.63
LOUISIANA	34.28	18.11	43.01	2.05	0.28	1.66	0.12	0.50
MAINE	48.74	36.68	11.76	0.77	0.71	0.06	0.83	0.46
MARYLAND	46.74	17.27	27.50	5.13	1.69	0.70	0.71	0.26
MASSACHUSETTS	61.77	15.67	16.28	1.87	2.96	.	0.56	0.89
MICHIGAN	46.40	27.04	21.95	4.07	.	0.29	0.15	0.10
MINNESOTA	51.85	34.15	8.42	3.12	0.62	1.47	0.18	0.19
MISSISSIPPI	31.84	39.91	26.76	0.48	0.05	0.44	0.06	0.47
MISSOURI	34.86	41.20	18.40	4.03	0.85	0.26	0.22	0.18
MONTANA	58.62	30.68	9.21	0.24	.	0.34	0.40	0.50
NEBRASKA	61.18	23.23	13.00	1.11	0.23	0.74	0.10	0.40
NEVADA	32.59	47.66	14.56	4.17	0.08	0.05	0.04	0.86
NEW HAMPSHIRE	53.02	23.69	17.28	2.34	1.68	0.30	1.55	0.14
NEW JERSEY	31.35	27.24	31.03	4.35	5.19	0.31	0.07	0.44
NEW MEXICO	40.97	27.38	30.25	0.20	0.01	1.03	0.04	0.14
NEW YORK	24.23	26.74	37.67	7.95	2.07	0.36	0.47	0.51
NORTH CAROLINA	55.49	24.08	17.17	1.66	0.18	0.75	0.27	0.39
NORTH DAKOTA	76.30	12.28	9.19	0.65	0.08	0.70	0.47	0.33
OHIO	34.72	37.33	15.86	4.41	5.91	0.37	.	1.40
OKLAHOMA	48.56	32.89	16.64	0.74	0.09	0.65	0.12	0.31
OREGON	65.17	23.57	8.51	0.52	1.15	0.36	0.21	0.51
PENNSYLVANIA	37.02	28.20	29.52	2.64	1.50	0.60	0.28	0.24
PUERTO RICO	5.48	52.13	34.18	2.89	0.91	0.37	0.21	3.83
RHODE ISLAND	51.88	17.37	25.52	0.54	2.48	.	1.36	0.86
SOUTH CAROLINA	31.85	40.36	25.27	1.44	0.04	0.76	0.02	0.27
SOUTH DAKOTA	64.75	23.67	6.84	0.88	0.75	1.12	1.92	0.06
TENNESSEE	48.49	30.03	18.43	0.85	0.60	0.48	0.02	1.11
TEXAS	25.21	46.02	24.70	1.03	0.06	1.45	0.01	1.51
UTAH	41.32	33.97	20.87	2.60	.	0.94	.	0.29
VERMONT	88.65	3.06	4.39	0.88	0.83	0.09	1.53	0.57
VIRGINIA	38.42	32.39	26.15	0.94	0.69	0.82	0.39	0.20
WASHINGTON	50.74	30.88	17.05	0.36	0.25	0.30	0.02	0.39
WEST VIRGINIA	6.62	69.91	21.63	0.77	0.27	0.57	0.05	0.17
WISCONSIN	35.45	41.86	20.80	1.10	0.03	0.57	0.00	0.17
WYOMING	49.32	38.68	9.25	0.56	0.24	1.38	0.46	0.12
AMERICAN SAMOA	77.36	8.36	2.96	11.32	.	.	.	.
GUAM	34.94	38.77	24.78	1.00	0.38	0.06	.	0.06
NORTHERN MARIANAS	81.61	12.71	2.34	.	2.68	.	.	0.67
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	22.82	12.62	57.52	3.52	.	.	2.31	1.21
BUR. OF INDIAN AFFAIRS	50.46	41.00	6.32	.	.	0.33	1.89	.
U.S. AND OUTLYING AREAS	39.82	31.67	23.45	2.44	1.24	0.58	0.26	0.54
50 STATES, D.C., & P.R.	39.81	31.66	23.47	2.44	1.24	0.58	0.25	0.54

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB2.SFW

Table AB2

Number of Children Age 6-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

SPECIFIC LEARNING DISABILITIES

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	19,600	13,799	3,250	22	7	7	10	42
ALASKA	4,135	3,390	595	18	4	5	15	2
ARIZONA	2,493	26,012	5,926	18	67	10	3	26
ARKANSAS	9,997	14,024	1,721	16	26	0	23	67
CALIFORNIA	131,508	93,040	58,048	201	1,044	0	123	519
COLORADO	5,375	24,499	1,465	19	3	155	46	23
CONNECTICUT	18,558	8,783	5,017	125	294	2	65	35
DELAWARE	2,252	3,358	1,839	137	0	6	0	2
DISTRICT OF COLUMBIA	287	1,325	1,745	103	277	0	0	0
FLORIDA	26,158	41,129	22,443	161	85	41	0	32
GEORGIA	16,789	13,135	4,261	3	4	0	0	8
HAWAII	2,526	3,221	951	0	0	0	0	23
IDAHO	8,316	3,224	384	22	4	14	1	6
ILLINOIS	4,498	71,072	34,641	452	214	93	15	38
INDIANA	27,624	11,354	8,715	45	0	34	4	34
IOWA	248	25,549	770	7	0	21	8	15
KANSAS	9,550	8,173	1,407	31	0	26	6	8
KENTUCKY	5,341	16,174	1,765	64	3	49	2	80
LOUISIANA	7,202	10,466	14,178	258	83	106	5	105
MAINE	5,536	6,033	611	21	7	0	7	7
MARYLAND	18,751	11,086	12,590	365	132	8	18	46
MASSACHUSETTS	58,551	15,510	8,444	430	552	0	80	67
MICHIGAN	30,335	31,550	14,563	129	.	8	27	16
MINNESOTA	18,719	12,895	931	99	31	49	12	16
MISSISSIPPI	4,414	17,758	8,744	7	0	0	7	63
MISSOURI	16,400	40,358	8,094	140	222	2	8	32
MONTANA	5,018	4,137	403	5	0	20	15	13
NEBRASKA	9,145	4,536	757	19	6	34	6	14
NEVADA	2,501	8,413	1,331	231	1	4	0	13
NEW HAMPSHIRE	6,634	2,964	1,767	17	67	12	75	8
NEW JERSEY	7,630	41,884	38,535	1,412	1,544	31	7	181
NEW MEXICO	7,569	6,510	4,418	0	0	30	7	4
NEW YORK	45,985	65,633	67,503	2,665	718	81	122	295
NORTH CAROLINA	33,155	18,158	4,472	32	3	32	0	135
NORTH DAKOTA	4,945	708	57	16	1	3	5	6
OHIO	24,948	43,285	7,402	116	1,906	140	.	57
OKLAHOMA	15,376	16,312	1,766	19	18	28	14	44
OREGON	19,283	9,454	588	31	158	14	9	48
PENNSYLVANIA	21,586	39,148	24,502	452	0	199	0	15
PUERTO RICO	698	7,726	1,650	104	17	24	2	21
RHODE ISLAND	6,522	2,812	3,185	0	64	0	46	20
SOUTH CAROLINA	4,192	20,682	6,086	26	0	21	0	45
SOUTH DAKOTA	4,269	2,064	123	8	2	8	1	0
TENNESSEE	25,276	23,608	7,271	122	122	24	2	81
TEXAS	53,774	98,006	52,089	2,092	126	1,188	21	3,118
UTAH	9,713	11,312	3,710	42	0	2	0	16
VERMONT	4,375	,109	57	6	26	1	23	9
VIRGINIA	18,632	26,522	12,870	52	149	121	52	34
WASHINGTON	20,360	16,807	3,871	36	25	8	3	34
WEST VIRGINIA	1,923	14,038	2,771	23	0	28	2	10
WISCONSIN	7,748	17,864	1,849	29	0	21	0	15
WYOMING	2,914	3,445	387	8	8	41	12	4
AMERICAN SAMOA	151	8	0	0	0	0	0	0
GUAM	297	504	252	4	0	0	0	0
NORTHERN MARIANAS	126	4	3	0	6	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	99	99	30	2	0	0	0	0
BUR. OF INDIAN AFFAIRS	1,337	2,118	205	0	0	0	0	0
U.S. AND OUTLYING AREAS	821,344	1,035,787	473,008	10,462	8,026	2,751	909	5,552
50 STATES, D.C., & P.R.	819,334	1,033,054	472,518	10,456	8,020	2,751	909	5,552

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB2.SFW

Table AB2

Percentage of Children Age 6-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

SPECIFIC LEARNING DISABILITIES

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	PERCENTAGE							
ALABAMA	53.35	37.56	8.85	0.06	0.02	0.02	0.03	0.11
ALASKA	50.65	41.52	7.29	0.22	0.05	0.06	0.18	0.02
ARIZONA	7.21	75.28	17.15	0.05	0.19	0.03	0.01	0.08
ARKANSAS	38.64	54.20	6.65	0.06	0.10	.	0.09	0.26
CALIFORNIA	46.23	32.70	20.40	0.07	0.37	.	0.04	0.18
COLORADO	17.02	77.57	4.64	0.06	0.01	0.49	0.15	0.07
CONNECTICUT	56.44	26.71	15.26	0.38	0.89	0.01	0.20	0.11
DELAWARE	29.65	44.22	24.22	1.80	.	0.08	.	0.03
DISTRICT OF COLUMBIA	7.68	35.46	46.70	2.76	7.41	.	.	.
FLORIDA	29.05	45.67	24.92	0.18	0.09	0.05	.	0.04
GEORGIA	49.09	38.41	12.46	0.01	0.01	.	.	0.02
HAWAII	37.58	47.92	14.15	.	.	.	.	0.34
IDAHO	69.47	26.93	3.21	0.18	0.03	0.12	0.01	0.05
ILLINOIS	4.05	64.02	31.20	0.41	0.19	0.08	0.01	0.03
INDIANA	57.78	23.75	18.23	0.09	.	0.07	0.01	0.07
IOWA	0.93	95.98	2.89	0.03	.	0.08	0.03	0.06
KANSAS	49.74	42.57	7.33	0.16	.	0.14	0.03	0.04
KENTUCKY	22.75	68.89	7.52	0.27	0.01	0.21	0.01	0.34
LOUISIANA	22.23	32.30	43.76	0.80	0.26	0.33	0.02	0.32
MAINE	45.30	49.36	5.00	0.17	0.06	.	0.06	0.06
MARYLAND	43.61	25.78	29.28	0.85	0.31	0.02	0.04	0.11
MASSACHUSETTS	70.01	18.55	10.10	0.51	0.66	.	0.10	0.08
MICHIGAN	39.59	41.17	19.00	0.17	.	0.01	0.04	0.02
MINNESOTA	57.15	39.37	2.84	0.30	0.09	0.15	0.04	0.05
MISSISSIPPI	14.24	57.30	28.21	0.02	.	.	0.02	0.20
MISSOURI	25.13	61.85	12.40	0.21	0.34	0.00	0.01	0.05
MONTANA	52.21	43.04	4.19	0.05	.	0.21	0.16	0.14
NEBRASKA	63.00	31.25	5.21	0.13	0.04	0.23	0.04	0.10
NEVADA	20.02	67.34	10.65	1.85	0.01	0.03	.	0.10
NEW HAMPSHIRE	57.47	25.68	15.31	0.15	0.58	0.10	0.65	0.07
NEW JERSEY	8.36	45.91	42.24	1.55	1.69	0.03	0.01	0.20
NEW MEXICO	40.83	35.12	23.83	.	.	0.16	0.04	0.02
NEW YORK	25.13	35.86	36.89	1.46	0.39	0.04	0.07	0.16
NORTH CAROLINA	59.22	32.43	7.99	0.06	0.01	0.06	.	0.24
NORTH DAKOTA	86.13	12.33	0.99	0.28	0.02	0.05	0.09	0.10
OHIO	32.04	55.60	9.51	0.15	2.45	0.18	.	0.07
OKLAHOMA	45.79	48.58	5.26	0.06	0.05	0.08	0.04	0.13
OREGON	65.18	31.96	1.99	0.10	0.53	0.05	0.03	0.16
PENNSYLVANIA	25.13	45.57	28.52	0.53	.	0.23	.	0.02
PUERTO RICO	6.82	75.43	16.11	1.02	0.17	0.23	0.02	0.21
RHODE ISLAND	51.56	22.23	25.18	.	0.51	.	0.36	0.16
SOUTH CAROLINA	13.50	66.60	19.60	0.08	.	0.07	.	0.14
SOUTH DAKOTA	65.93	31.88	1.90	0.12	0.03	0.12	0.02	.
TENNESSEE	44.73	41.78	12.87	0.22	0.22	0.04	0.00	0.14
TEXAS	25.56	46.58	24.76	0.99	0.06	0.56	0.01	1.48
UTAH	39.17	45.62	14.96	0.17	.	0.01	.	0.06
VERMONT	94.98	2.37	1.24	0.13	0.56	0.02	0.50	0.20
VIRGINIA	31.89	45.39	22.03	0.09	0.25	0.21	0.09	0.06
WASHINGTON	49.48	40.85	9.41	0.09	0.06	0.02	0.01	0.08
WEST VIRGINIA	10.23	74.69	14.74	0.12	.	0.15	0.01	0.05
WISCONSIN	28.15	64.90	6.72	0.11	.	0.08	.	0.05
WYOMING	42.73	50.52	5.68	0.12	0.12	0.60	0.18	0.06
AMERICAN SAMOA	94.97	5.03	.	.	.	.	.	.
GUAM	28.10	47.68	23.84	0.38	.	.	.	.
NORTHERN MARIANAS	90.65	2.88	2.16	.	4.32	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	43.04	43.04	13.04	0.87	.	.	.	.
BUR. OF INDIAN AFFAIRS	36.53	57.87	5.60	.	.	.	.	.
U.S. AND OUTLYING AREAS	34.83	43.93	20.06	0.44	0.34	0.12	0.04	0.24
50 STATES, D.C., & P.R.	34.83	43.91	20.08	0.44	0.34	0.12	0.04	0.24

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994

SOURCE: AR_AB2.SFW

Table AB2

Number of Children Age 6-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	17,206	422	146	3	0	0	0	3
ALASKA	2,116	491	67	1	12	4	0	0
ARIZONA	361	10,659	201	4	109	0	0	0
ARKANSAS	6,365	313	98	2	2	0	0	0
CALIFORNIA	91,441	4,354	7,151	51	87	0	3	26
COLORADO	4,895	3,101	361	1	1	1	8	1
CONNECTICUT	8,516	956	697	18	37	0	3	2
DELAWARE	1,496	1	14	1	0	0	0	0
DISTRICT OF COLUMBIA	262	34	191	0	1	0	0	0
FLORIDA	53,979	1,097	1,975	12	22	1	0	6
GEORGIA	18,245	4,360	344	3	5	1	1	15
HAWAII	1,953	99	61	0	0	0	0	2
IDAHO	3,424	96	13	1	0	0	0	2
ILLINOIS	48,861	1,212	1,595	72	7	3	2	4
INDIANA	34,870	0	0	2	0	37	0	0
IOWA	8,423	162	49	0	0	0	0	0
KANSAS	10,279	155	87	14	2	2	0	4
KENTUCKY	18,227	1,881	20	1	16	0	0	2
LOUISIANA	15,722	277	1,260	13	7	11	0	7
MAINE	4,977	945	199	8	2	0	0	2
MARYLAND	17,485	1,881	3,138	210	23	0	2	21
MASSACHUSETTS	19,826	1,443	1,753	45	107	0	32	56
MICHIGAN	31,977	832	587	61	.	8	17	3
MINNESOTA	10,843	2,277	81	14	1	0	1	0
MISSISSIPPI	13,280	3,583	1,001	21	17	0	0	14
MISSOURI	23,084	2,478	1,186	248	18	2	0	0
MONTANA	3,552	134	42	2	0	0	3	13
NEBRASKA	7,604	264	172	42	1	29	2	18
NEVADA	3,721	44	188	59	0	0	0	0
NEW HAMPSHIRE	2,290	1,004	707	36	19	1	9	3
NEW JERSEY	44,844	603	2,178	52	338	2	0	3
NEW MEXICO	6,184	2,292	2,826	0	0	9	0	2
NEW YORK	15,395	4,160	10,071	486	252	5	26	9
NORTH CAROLINA	24,576	86	202	5	29	0	0	1
NORTH DAKOTA	3,069	200	101	37	1	0	2	14
OHIO	41,519	0	0	0	9,775	0	.	0
OKLAHOMA	14,046	349	99	21	8	2	1	4
OREGON	11,666	1,063	369	4	37	1	3	19
PENNSYLVANIA	41,742	1,910	740	8	0	8	0	1
PUERTO RICO	312	1,139	222	4	2	1	0	10
RHODE ISLAND	3,204	227	255	0	11	0	0	1
SOUTH CAROLINA	16,587	974	391	0	11	1	0	0
SOUTH DAKOTA	3,398	102	27	0	2	0	0	4
TENNESSEE	21,215	2,172	991	25	9	1	0	8
TEXAS	16,126	29,389	15,614	625	37	333	6	934
UTAH	5,933	1,079	482	3	0	0	0	1
VERMONT	1,756	62	32	5	8	1	4	13
VIRGINIA	20,611	3,756	276	10	191	5	4	19
WASHINGTON	13,473	428	689	1	3	4	0	5
WEST VIRGINIA	250	10,705	17	28	4	0	0	1
WISCONSIN	15,160	377	272	8	13	0	1	3
WYOMING	2,719	743	73	2	19	4	0	0
AMERICAN SAMOA	72	0	0	0	0	0	0	0
GUAM	178	27	3	2	0	0	0	0
NORTHERN MARIANAS	22	2	1	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	86	2	0	1	0	0	0	0
BUR. OF INDIAN AFFAIRS	1,743	0	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	811,166	106,402	59,315	2,272	11,246	477	130	1,256
50 STATES, D.C., & P.R.	809,065	106,371	59,311	2,269	11,246	477	130	1,256

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB2.SFW

Table AB2

Percentage of Children Age 6-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	96.77	2.37	0.82	0.02	.	.	.	0.02
ALASKA	78.63	18.25	2.49	0.04	0.45	0.15	.	.
ARIZONA	3.19	94.04	1.77	0.04	0.96	.	.	.
ARKANSAS	93.88	4.62	1.45	0.03	0.03	.	.	.
CALIFORNIA	88.68	4.22	6.94	0.05	0.08	.	0.00	0.03
COLORADO	58.49	37.05	4.31	0.01	0.01	0.01	0.10	0.01
CONNECTICUT	83.25	9.35	6.81	0.18	0.36	.	0.03	0.02
DELAWARE	98.94	0.07	0.93	0.07	.	.	.	.
DISTRICT OF COLUMBIA	53.69	6.97	39.14	.	0.20	.	.	.
FLORIDA	94.55	1.92	3.46	0.02	0.04	0.00	.	0.01
GEORGIA	79.42	18.98	1.50	0.01	0.02	0.00	0.00	0.07
HAWAII	92.34	4.68	2.88	.	.	.	.	0.09
IDAHO	96.83	2.71	0.37	0.03	.	.	.	0.06
ILLINOIS	94.41	2.34	3.08	0.14	0.01	0.01	0.00	0.01
INDIANA	99.89	.	.	0.01	.	0.11	.	.
IOWA	97.56	1.88	0.57	.	.	.	.	.
KANSAS	97.50	1.47	0.83	0.13	0.02	0.02	.	0.04
KENTUCKY	90.47	9.34	0.10	0.00	0.08	.	.	0.01
LOUISIANA	90.89	1.60	7.28	0.08	0.04	0.06	.	0.04
MAINE	81.15	15.41	3.24	0.13	0.03	.	.	0.03
MARYLAND	76.82	8.26	13.79	0.92	0.10	.	0.01	0.09
MASSACHUSETTS	85.23	6.20	7.54	0.19	0.46	.	0.14	0.24
MICHIGAN	95.50	2.48	1.75	0.18	.	0.02	0.05	0.01
MINNESOTA	82.04	17.23	0.61	0.11	0.01	.	0.01	.
MISSISSIPPI	74.12	20.00	5.59	0.12	0.09	.	.	0.08
MISSOURI	85.45	9.17	4.39	0.92	0.07	0.01	.	.
MONTANA	94.82	3.58	1.12	0.05	.	.	0.08	0.35
NEBRASKA	93.51	3.25	2.12	0.52	0.01	0.36	0.02	0.22
NEVADA	92.75	1.10	4.69	1.47	.	.	.	.
NEW HAMPSHIRE	56.28	24.67	17.38	0.88	0.47	0.02	0.22	0.07
NEW JERSEY	93.39	1.26	4.54	0.11	0.70	0.00	.	0.01
NEW MEXICO	54.66	20.26	24.98	.	.	0.08	.	0.02
NEW YORK	50.63	13.68	33.12	1.60	0.83	0.02	0.09	0.03
NORTH CAROLINA	98.70	0.35	0.81	0.02	0.12	.	.	0.00
NORTH DAKOTA	89.63	5.84	2.95	1.08	0.03	.	0.06	0.41
OHIO	80.94	.	.	.	19.06	.	.	.
OKLAHOMA	96.67	2.40	0.68	0.14	0.06	0.01	0.01	0.03
OREGON	88.63	8.08	2.80	0.03	0.28	0.01	0.02	0.14
PENNSYLVANIA	93.99	4.30	1.67	0.02	.	0.02	.	0.00
PUERTO RICO	18.46	67.40	13.14	0.24	0.12	0.06	.	0.59
RHODE ISLAND	86.64	6.14	6.90	.	0.30	.	.	0.03
SOUTH CAROLINA	92.33	5.42	2.18	.	0.06	0.01	.	.
SOUTH DAKOTA	96.18	2.89	0.76	.	0.06	.	.	0.11
TENNESSEE	86.87	8.89	4.06	0.10	0.04	0.00	.	0.03
TEXAS	25.57	46.60	24.76	0.99	0.06	0.53	0.01	1.48
UTAH	79.13	14.39	6.43	0.04	.	.	.	0.01
VERMONT	93.35	3.30	1.70	0.27	0.43	0.05	0.21	0.69
VIRGINIA	82.87	15.10	1.11	0.04	0.77	0.02	0.02	0.08
WASHINGTON	92.26	2.93	4.72	0.01	0.02	0.03	.	0.03
WEST VIRGINIA	2.27	97.27	0.15	0.25	0.04	.	.	0.01
WISCONSIN	95.74	2.38	1.72	0.05	0.08	.	0.01	0.02
WYOMING	76.38	20.87	2.05	0.06	0.53	0.11	.	.
AMERICAN SAMOA	100.00	.	.	.	.	.	.	.
GUAM	84.76	12.86	1.43	0.95	.	.	.	.
NORTHERN MARIANAS	88.00	8.00	4.00	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	96.63	2.25	.	1.12	.	.	.	.
BUR. OF INDIAN AFFAIRS	100.00	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	81.75	10.72	5.98	0.23	1.13	0.05	0.01	0.13
50 STATES, D.C., & P.R.	81.71	10.74	5.99	0.23	1.14	0.05	0.01	0.13

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB2.SFW

Table AB2

Number of Children Age 6-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

MENTAL RETARDATION

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	2,115	6,041	15,771	589	32	1	10	51
ALASKA	35	125	297	0	7	0	0	0
ARIZONA	73	671	4,104	289	117	1	1	12
ARKANSAS	906	4,591	3,882	44	259	175	93	53
CALIFORNIA	692	2,497	20,332	1,762	354	0	24	831
COLORADO	113	934	1,646	13	8	7	3	2
CONNECTICUT	110	597	2,405	292	140	1	23	3
DELAWARE	98	288	622	395	0	0	3	5
DISTRICT OF COLUMBIA	17	45	584	330	154	2	3	0
FLORIDA	592	1,198	15,744	3,969	128	23	2	26
GEORGIA	2,005	6,251	15,003	215	16	179	13	60
HAWAII	102	353	1,179	0	0	0	0	7
IDAHO	633	979	957	76	10	7	0	5
ILLINOIS	174	818	17,328	2,362	1,789	174	213	13
INDIANA	1,171	1,222	15,602	1,021	1	28	46	14
IOWA	87	6,920	3,481	286	0	12	9	14
KANSAS	270	1,238	3,472	192	33	39	46	6
KENTUCKY	2,290	9,710	5,203	239	2	33	2	143
LOUISIANA	176	666	9,231	629	82	441	24	50
MAINE	120	568	858	25	50	0	5	3
MARYLAND	263	415	3,113	1,317	103	2	47	11
MASSACHUSETTS	2,681	2,894	6,386	206	390	0	101	50
MICHIGAN	1,220	3,285	10,860	3,020	.	9	13	14
MINNESOTA	1,496	4,125	3,211	806	52	68	18	26
MISSISSIPPI	199	592	4,279	125	11	32	8	33
MISSOURI	372	2,044	8,230	2,903	50	28	10	59
MONTANA	293	365	522	1	0	2	2	3
NEBRASKA	758	1,673	1,810	132	16	38	6	9
NEVADA	23	273	664	318	1	0	0	5
NEW HAMPSHIRE	188	145	419	41	35	1	22	1
NEW JERSEY	14	92	2,610	1,691	530	26	13	14
NEW MEXICO	179	368	1,385	0	0	1	1	4
NEW YORK	1,269	1,421	10,220	4,956	456	28	97	59
NORTH CAROLINA	2,195	6,887	9,996	1,241	144	44	175	57
NORTH DAKOTA	214	300	738	10	5	10	16	10
OHIO	1,111	25,446	16,194	936	47	206	.	86
OKLAHOMA	1,130	3,943	6,304	140	6	11	9	31
OREGON	651	870	2,041	50	12	4	4	33
PENNSYLVANIA	810	6,491	18,853	2,305	134	117	58	32
PUERTO RICO	229	4,836	6,688	570	123	70	50	358
RHODE ISLAND	21	38	805	0	136	0	23	9
SOUTH CAROLINA	525	4,122	8,470	654	1	161	8	61
SOUTH DAKOTA	224	589	455	24	42	11	52	2
TENNESSEE	819	3,761	7,230	310	177	184	9	40
TEXAS	5,814	10,647	5,820	262	15	717	2	369
UTAH	126	509	2,531	237	0	18	0	3
VERMONT	980	75	227	9	8	1	8	4
VIRGINIA	319	2,698	9,024	448	26	125	33	36
WASHINGTON	1,216	2,397	3,669	36	10	3	2	6
WEST VIRGINIA	80	2,234	4,843	159	85	7	0	34
WISCONSIN	142	1,237	2,782	183	0	15	0	7
WYOMING	31	258	343	11	2	57	14	1
AMERICAN SAMOA	41	17	0	25	0	0	0	0
GUAM	10	62	89	4	0	0	0	0
NORTHERN MARIANAS	14	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	3	371	13	0	0	3	5
BUR. OF INDIAN AFFAIRS	30	204	74	0	0	0	51	0
U.S. AND OUTLYING AREAS	37,466	141,028	298,957	35,871	5,799	3,119	1,375	2,770
50 STATES, D.C., & P.R.	37,371	140,742	298,423	35,829	5,799	3,119	1,321	2,765

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB2.SFW

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Table AB2

Percentage of Children Age 6-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

MENTAL RETARDATION

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	8.59	24.55	64.08	2.39	0.13	0.00	0.04	0.21
ALASKA	7.54	26.94	64.01	.	1.51	.	.	.
ARIZONA	1.39	12.74	77.90	5.49	2.22	0.02	0.02	0.23
ARKANSAS	9.06	45.90	38.81	0.44	2.59	1.75	0.93	0.53
CALIFORNIA	2.61	9.43	76.75	6.65	1.34	.	0.09	3.14
COLORADO	4.15	34.26	60.38	0.48	0.29	0.26	0.11	0.07
CONNECTICUT	3.08	16.72	67.35	8.18	3.92	0.03	0.64	0.08
DELAWARE	6.95	20.41	44.08	27.99	.	.	0.21	0.35
DISTRICT OF COLUMBIA	1.50	3.96	51.45	29.07	13.57	0.18	0.26	.
FLORIDA	2.73	5.53	72.61	18.31	0.59	0.11	0.01	0.12
GEORGIA	8.44	26.33	63.19	0.91	0.07	0.75	0.05	0.25
HAWAII	6.22	21.51	71.85	.	.	.	.	0.43
IDAHO	23.73	36.71	35.88	2.85	0.37	0.26	.	0.19
ILLINOIS	0.76	3.58	75.76	10.33	7.82	0.76	0.93	0.06
INDIANA	6.13	6.40	81.66	5.34	0.01	0.15	0.24	0.07
IOWA	0.80	64.02	32.20	2.65	.	0.11	0.08	0.13
KANSAS	5.10	23.38	65.56	3.63	0.62	0.74	0.87	0.11
KENTUCKY	13.00	55.10	29.53	1.36	0.01	0.19	0.01	0.81
LOUISIANA	1.56	5.89	81.70	5.57	0.73	3.90	0.21	0.44
MAINE	7.37	34.87	52.67	1.53	3.07	.	0.31	0.18
MARYLAND	4.99	7.87	59.06	24.99	1.95	0.04	0.89	0.21
MASSACHUSETTS	21.10	22.77	50.25	1.62	3.07	.	0.79	0.39
MICHIGAN	6.62	17.83	58.95	16.39	.	0.05	0.07	0.08
MINNESOTA	15.26	42.08	32.76	8.22	0.53	0.69	0.18	0.27
MISSISSIPPI	3.77	11.21	81.06	2.37	0.21	0.61	0.15	0.63
MISSOURI	2.72	14.92	60.09	21.20	0.37	0.20	0.07	0.43
MONTANA	24.66	30.72	43.94	0.08	.	0.17	0.17	0.25
NEBRASKA	17.06	37.66	40.75	2.97	0.36	0.86	0.14	0.20
NEVADA	1.79	21.26	51.71	24.77	0.08	.	.	0.39
NEW HAMPSHIRE	22.07	17.02	49.18	4.81	4.11	0.12	2.58	0.12
NEW JERSEY	0.28	1.84	52.30	33.89	10.62	0.52	0.26	0.28
NEW MEXICO	9.24	18.99	71.47	.	.	0.05	0.05	0.21
NEW YORK	6.86	7.68	55.23	26.78	2.46	0.15	0.52	0.32
NORTH CAROLINA	10.58	33.21	48.20	5.98	0.69	0.21	0.84	0.27
NORTH DAKOTA	16.42	23.02	56.64	0.77	0.38	0.77	1.23	0.77
OHIO	2.52	57.80	36.78	2.13	0.11	0.47	.	0.20
OKLAHOMA	9.76	34.07	54.47	1.21	0.05	0.10	0.08	0.27
OREGON	17.76	23.74	55.69	1.36	0.33	0.11	0.11	0.90
PENNSYLVANIA	2.81	22.54	65.46	8.00	0.47	0.41	0.20	0.11
PUERTO RICO	1.77	37.42	51.75	4.41	0.95	0.54	0.39	2.77
RHODE ISLAND	2.03	3.68	78.00	.	13.18	.	2.23	0.87
SOUTH CAROLINA	3.75	29.44	60.49	4.67	0.01	1.15	0.06	0.44
SOUTH DAKOTA	16.01	42.10	32.52	1.72	3.00	0.79	3.72	0.14
TENNESSEE	6.54	30.02	57.70	2.47	1.41	1.47	0.07	0.32
TEXAS	24.59	45.03	24.61	1.11	0.06	3.03	0.01	1.56
UTAH	3.68	14.87	73.92	6.92	.	0.53	.	0.09
VERMONT	74.70	5.72	17.30	0.69	0.61	0.08	0.61	0.30
VIRGINIA	2.51	21.23	71.00	3.53	0.20	0.98	0.26	0.28
WASHINGTON	16.57	32.66	49.99	0.49	0.14	0.04	0.03	0.08
WEST VIRGINIA	1.07	30.02	65.08	2.14	1.14	0.09	.	0.46
WISCONSIN	3.25	28.33	63.72	4.19	.	0.34	.	0.16
WYOMING	4.32	35.98	47.84	1.53	0.28	7.95	1.95	0.14
AMERICAN SAMOA	49.40	20.48	.	30.12	.	.	.	.
GUAM	6.06	37.58	53.94	2.42	.	.	.	.
NORTHERN MARIANAS	100.00	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	0.76	93.92	3.29	.	.	0.76	1.27
BUR. OF INDIAN AFFAIRS	8.36	56.82	20.61	.	.	.	14.21	.
U.S. AND OUTLYING AREAS	7.12	26.79	56.79	6.81	1.10	0.59	0.26	0.53
50 STATES, D.C., & P.R.	7.11	26.79	56.80	6.82	1.10	0.59	0.25	0.53

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994

SOURCE: AR_AB2.SFW

Table AB2

Number of Children Age 6-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

SERIOUS EMOTIONAL DISTURBANCE

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	2,451	988	1,550	76	29	75	173	84
ALASKA	117	274	246	8	0	6	7	0
ARIZONA	172	1,178	1,383	286	240	32	190	43
ARKANSAS	41	84	107	8	7	0	49	6
CALIFORNIA	1,007	1,256	6,433	701	3,577	0	1,108	418
COLORADO	1,626	3,886	2,018	135	14	154	391	235
CONNECTICUT	3,542	2,115	2,933	648	916	19	491	159
DELAWARE	143	255	291	245	0	8	3	25
DISTRICT OF COLUMBIA	12	43	244	159	89	0	236	26
FLORIDA	3,499	4,521	10,528	1,976	121	167	12	64
GEORGIA	7,671	7,015	5,566	205	5	239	62	17
HAWAII	305	354	504	0	7	0	5	38
IDAHO	128	76	89	52	12	10	9	2
ILLINOIS	680	5,742	11,181	3,730	3,233	861	436	46
INDIANA	1,906	490	3,700	275	0	95	60	61
IOWA	141	3,964	2,686	315	0	199	227	28
KANSAS	1,358	1,401	1,060	263	45	394	45	10
KENTUCKY	310	1,522	1,100	231	20	196	20	146
LOUISIANA	439	556	3,261	364	6	211	42	74
MAINE	1,462	1,462	767	95	110	1	156	78
MARYLAND	828	436	1,832	924	749	165	355	61
MASSACHUSETTS	2,236	1,081	3,786	1,614	2,192	0	189	163
MICHIGAN	5,598	5,115	5,351	1,387	.	227	175	25
MINNESOTA	5,094	4,774	1,631	1,282	353	672	91	72
MISSISSIPPI	10	67	130	2	0	1	7	9
MISSOURI	1,584	4,652	3,886	866	614	79	242	64
MONTANA	343	215	251	7	0	32	44	5
NEBRASKA	1,071	605	786	86	41	34	9	9
NEVADA	141	485	422	50	9	7	3	10
NEW HAMPSHIRE	838	369	312	9	167	44	141	5
NEW JERSEY	313	2,530	5,142	1,745	3,577	236	44	326
NEW MEXICO	863	743	1,739	0	0	198	8	11
NEW YORK	4,334	5,740	17,288	9,408	1,854	571	566	832
NORTH CAROLINA	3,178	2,254	3,774	272	2	138	8	155
NORTH DAKOTA	219	137	93	2	1	14	21	2
OHIO	437	3,337	3,047	2,511	16	134	.	195
OKLAHOMA	237	397	1,135	51	16	77	33	51
OREGON	1,305	686	758	158	356	36	96	91
PENNSYLVANIA	1,967	4,046	7,354	1,382	1,389	780	103	378
PUERTO RICO	24	246	358	14	6	2	0	42
RHODE ISLAND	346	232	635	0	194	0	175	26
SOUTH CAROLINA	586	1,974	2,038	227	2	70	6	68
SOUTH DAKOTA	186	103	83	33	27	34	88	0
TENNESSEE	758	610	996	170	134	93	8	38
TEXAS	7,588	13,840	7,395	304	18	311	3	446
UTAH	2,729	2,441	1,907	179	0	79	0	48
VERMONT	687	23	55	58	28	5	60	14
VIRGINIA	1,764	2,451	4,512	331	334	300	293	83
WASHINGTON	1,683	1,645	1,434	163	90	2	10	196
WEST VIRGINIA	233	924	838	51	18	48	14	12
WISCONSIN	2,760	5,308	3,800	344	10	71	1	36
WYOMING	310	283	259	31	0	58	26	5
AMERICAN SAMOA	22	3	0	2	0	0	0	0
GUAM	8	3	4	1	0	1	0	1
NORTHERN MARIANAS	6	0	1	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	5	4	0	0	7	0
BUR. OF INDIAN AFFAIRS	119	249	51	0	0	0	28	0
U.S. AND OUTLYING AREAS	77,415	105,186	138,735	33,440	20,728	7,186	6,576	5,039
50 STATES, D.C., & P.R.	77,260	104,931	138,674	33,433	20,728	7,185	6,541	5,038

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

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Table AB2

Percentage of Children Age 6-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

SERIOUS EMOTIONAL DISTURBANCE

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	45.17	18.21	28.57	1.40	0.53	1.38	3.19	1.55
ALASKA	17.78	41.64	37.39	1.22	.	0.91	1.06	.
ARIZONA	4.88	33.43	39.25	8.12	6.81	0.91	5.39	1.22
ARKANSAS	13.58	27.81	35.43	2.65	2.32	.	16.23	1.99
CALIFORNIA	6.90	8.60	44.06	4.80	25.18	.	7.59	2.86
COLORADO	19.22	45.94	23.86	1.60	0.17	1.82	4.62	2.78
CONNECTICUT	32.73	19.54	27.10	5.99	8.46	0.18	4.54	1.47
DELAWARE	14.74	26.29	30.00	25.26	.	0.82	0.31	2.58
DISTRICT OF COLUMBIA	1.48	5.32	30.16	19.65	11.00	.	29.17	3.21
FLORIDA	16.75	21.64	50.40	9.46	0.58	0.80	0.06	0.31
GEORGIA	36.92	33.76	26.79	0.99	0.02	1.15	0.30	0.08
HAWAII	25.14	29.18	41.55	.	0.58	.	0.41	3.13
IDAHO	33.86	20.11	23.54	13.76	3.17	2.65	2.38	0.53
ILLINOIS	2.62	22.16	43.15	14.40	12.48	3.32	1.68	0.18
INDIANA	28.94	7.44	56.17	4.17	.	1.44	0.91	0.93
IOWA	1.87	52.43	35.53	4.17	.	2.63	3.00	0.37
KANSAS	29.68	30.62	23.16	5.75	0.98	8.61	0.98	0.22
KENTUCKY	8.74	42.93	31.03	6.52	0.56	5.53	0.56	4.12
LOUISIANA	8.86	11.23	65.84	7.35	0.12	4.26	0.85	1.49
MAINE	35.39	35.39	18.57	2.30	2.66	0.02	3.78	1.89
MARYLAND	15.48	8.15	34.24	17.27	14.00	3.08	6.64	1.14
MASSACHUSETTS	19.86	9.60	33.62	14.33	19.47	.	1.68	1.45
MICHIGAN	31.31	28.61	29.93	7.76	.	1.27	0.98	0.14
MINNESOTA	36.47	34.18	11.68	9.18	2.53	4.81	0.65	0.52
MISSISSIPPI	4.42	29.65	57.52	0.88	.	0.44	3.10	3.98
MISSOURI	13.21	38.81	32.42	7.22	5.12	0.66	2.02	0.53
MONTANA	38.24	23.97	27.98	0.78	.	3.57	4.91	0.56
NEBRASKA	40.55	22.91	29.76	3.26	1.55	1.29	0.34	0.34
NEVADA	12.51	43.03	37.44	4.44	0.80	0.62	0.27	0.89
NEW HAMPSHIRE	44.46	19.58	16.55	0.48	8.86	2.33	7.48	0.27
NEW JERSEY	2.25	18.18	36.96	12.54	25.71	1.70	0.32	2.34
NEW MEXICO	24.23	20.86	48.82	.	.	5.56	0.22	0.31
NEW YORK	10.68	14.14	42.59	23.18	4.57	1.41	1.39	2.05
NORTH CAROLINA	32.49	23.04	38.59	2.78	0.02	1.41	0.08	1.58
NORTH DAKOTA	44.79	28.02	19.02	0.41	0.20	2.86	4.29	0.41
OHIO	4.52	34.48	31.49	25.95	0.17	1.38	.	2.02
OKLAHOMA	11.87	19.88	56.84	2.55	0.80	3.86	1.65	2.55
OREGON	37.44	19.68	21.74	4.53	10.21	1.03	2.75	2.61
PENNSYLVANIA	11.31	23.25	42.27	7.94	7.98	4.48	0.59	2.17
PUERTO RICO	3.47	35.55	51.73	2.02	0.87	0.29	.	6.07
RHODE ISLAND	21.52	14.43	39.49	.	12.06	.	10.88	1.62
SOUTH CAROLINA	11.79	39.71	41.00	4.57	0.04	1.41	0.12	1.37
SOUTH DAKOTA	33.57	18.59	14.98	5.96	4.87	6.14	15.88	.
TENNESSEE	27.00	21.73	35.48	6.06	4.77	3.31	0.29	1.35
TEXAS	25.37	46.28	24.73	1.02	0.06	1.04	0.01	1.49
UTAH	36.96	33.06	25.83	2.42	.	1.07	.	0.65
VERMONT	73.87	2.47	5.91	6.24	3.01	0.54	6.45	1.51
VIRGINIA	17.52	24.34	44.82	3.29	3.32	2.98	2.91	0.82
WASHINGTON	32.22	31.50	27.46	3.12	1.72	0.04	0.19	3.75
WEST VIRGINIA	10.90	43.22	39.20	2.39	0.84	2.25	0.65	0.56
WISCONSIN	22.38	43.05	30.82	2.79	0.08	0.58	0.01	0.29
WYOMING	31.89	29.12	26.65	3.19	.	5.97	2.67	0.51
AMERICAN SAMOA	81.48	11.11	.	7.41	.	.	.	.
GUAM	44.44	16.67	22.22	5.56	.	5.56	.	5.56
NORTHERN MARIANAS	85.71	.	14.29	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	31.25	25.00	.	.	43.75	.
BUR. OF INDIAN AFFAIRS	26.62	55.70	11.41	.	.	.	6.26	.
U.S. AND OUTLYING AREAS	19.63	26.68	35.18	8.48	5.26	1.82	1.67	1.28
50 STATES, D.C., & P.R.	19.62	26.65	35.22	8.49	5.26	1.82	1.66	1.28

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB2.SFW

Table AB2

Number of Children Age 6-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

MULTIPLE DISABILITIES

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	NUMBER							
ALABAMA	34	32	874	123	46	58	4	28
ALASKA	46	81	274	12	13	1	0	2
ARIZONA	47	119	772	149	92	32	8	16
ARKANSAS	27	97	431	30	95	19	55	20
CALIFORNIA	209	450	3,717	480	333	202	29	71
COLORADO	265	1,159	1,933	214	5	61	26	35
CONNECTICUT	135	216	661	150	146	1	24	20
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	3	6	10	0	0	4	0
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	3	2	291	3	1	0	0	12
IDAHO	54	64	183	13	0	0	0	8
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	17	1	426	198	0	60	31	6
IOWA	9	2	386	129	0	12	27	7
KANSAS	277	401	565	197	10	99	18	24
KENTUCKY	85	158	748	129	0	6	2	30
LOUISIANA	11	8	590	122	5	99	11	34
MAINE	173	357	559	33	13	1	43	15
MARYLAND	406	263	1,507	1,257	353	17	140	37
MASSACHUSETTS	290	310	973	166	282	0	141	163
MICHIGAN	61	27	590	1,306	.	20	1	56
MINNESOTA	0	0	0	0	0	0	0	0
MISSISSIPPI	6	14	174	62	1	9	0	19
MISSOURI	18	88	230	164	92	2	2	10
MONTANA	93	50	144	3	0	0	0	8
NEBRASKA	18	28	305	48	4	3	8	12
NEVADA	7	53	96	169	0	0	1	2
NEW HAMPSHIRE	59	30	49	96	28	0	29	4
NEW JERSEY	125	587	3,401	1,984	2,353	143	46	81
NEW MEXICO	77	95	544	27	3	41	0	17
NEW YORK	731	845	4,356	4,108	1,638	161	370	196
NORTH CAROLINA	42	70	618	214	26	133	142	21
NORTH DAKOTA	0	0	0	0	0	0	0	0
OHIO	137	1,660	3,744	5,026	96	23	.	56
OKLAHOMA	33	51	1,026	153	3	105	16	52
OREGON	.	.	.	.	.	.	.	2
PENNSYLVANIA	15	24	645	314	0	10	0	3
PUERTO RICO	12	100	312	61	3	6	4	521
RHODE ISLAND	1	9	74	0	51	0	5	1
SOUTH CAROLINA	9	31	198	26	0	118	0	4
SOUTH DAKOTA	40	107	173	18	18	35	60	0
TENNESSEE	42	75	1,210	92	156	25	0	40
TEXAS	717	1,322	753	40	3	197	1	50
UTAH	18	18	628	683	0	22	0	28
VERMONT	55	2	24	2	2	0	8	3
VIRGINIA	371	330	1,536	91	37	121	26	25
WASHINGTON	328	383	1,939	22	6	52	2	34
WEST VIRGINIA	0	0	0	0	0	0	0	0
WISCONSIN	2,634	9,854	8,217	340	3	321	2	45
WYOMING	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0.	0	7	0	0	0	0
GUAM	2	8	17	4	5	0	0	0
NORTHERN MARIANAS	36	24	0	0	0	0	0	2
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	44	8	0	0	5	2
BUR. OF INDIAN AFFAIRS	26	56	51	0	0	0	41	0
U.S. AND OUTLYING AREAS	7,801	19,664	45,994	18,483	5,922	2,215	1,332	1,822
50 STATES, D.C., & P.R.	7,737	19,576	45,882	18,464	5,917	2,215	1,286	1,818

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB2.SFW

Table AB2

Percentage of Children Age 6-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

MULTIPLE DISABILITIES

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	PERCENTAGE							
ALABAMA	2.84	2.67	72.89	10.26	3.84	4.84	0.33	2.34
ALASKA	10.72	18.88	63.87	2.80	3.03	0.23	.	0.47
ARIZONA	3.81	9.64	62.51	12.06	7.45	2.59	0.65	1.30
ARKANSAS	3.49	12.53	55.68	3.88	12.27	2.45	7.11	2.58
CALIFORNIA	3.81	8.20	67.69	8.74	6.06	3.68	0.53	1.29
COLORADO	7.17	31.34	52.27	5.79	0.14	1.65	0.70	0.95
CONNECTICUT	9.98	15.96	48.85	11.09	10.79	0.07	1.77	1.48
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	.	13.04	26.09	43.48	.	.	17.39	.
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	0.96	0.64	93.27	0.96	0.32	.	.	3.85
IDAHO	16.77	19.88	56.83	4.04	.	.	.	2.48
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	2.30	0.14	57.65	26.79	.	8.12	4.19	0.81
IOWA	1.57	0.35	67.48	22.55	.	2.10	4.72	1.22
KANSAS	17.41	25.20	35.51	12.38	0.63	6.22	1.13	1.51
KENTUCKY	7.34	13.64	64.59	11.14	.	0.52	0.17	2.59
LOUISIANA	1.25	0.91	67.05	13.86	0.57	11.25	1.25	3.86
MAINE	14.49	29.90	46.82	2.76	1.09	0.08	3.60	1.26
MARYLAND	10.20	6.61	37.86	31.58	8.87	0.43	3.52	0.93
MASSACHUSETTS	12.47	13.33	41.85	7.14	12.13	.	6.06	7.01
MICHIGAN	2.96	1.31	28.63	63.37	.	0.97	0.05	2.72
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	2.11	4.91	61.05	21.75	0.35	3.16	.	6.67
MISSOURI	2.97	14.52	37.95	27.06	15.18	0.33	0.33	1.65
MONTANA	31.21	16.78	48.32	1.01	.	.	.	2.68
NEBRASKA	4.23	6.57	71.60	11.27	0.94	0.70	1.88	2.82
NEVADA	2.13	16.16	29.27	51.52	.	.	0.30	0.61
NEW HAMPSHIRE	20.00	10.17	16.61	32.54	9.49	.	9.83	1.36
NEW JERSEY	1.43	6.73	39.00	22.75	26.98	1.64	0.53	0.93
NEW MEXICO	9.58	11.82	67.66	3.36	0.37	5.10	.	2.11
NEW YORK	5.89	6.81	35.11	33.12	13.20	1.30	2.98	1.58
NORTH CAROLINA	3.32	5.53	48.82	16.90	2.05	10.51	11.22	1.66
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	1.28	15.45	34.85	46.79	0.89	0.21	.	0.52
OKLAHOMA	2.29	3.54	71.30	10.63	0.21	7.30	1.11	3.61
OREGON	.	.	.	.	.	.	.	100.00
PENNSYLVANIA	1.48	2.37	63.80	31.06	.	0.99	.	0.30
PUERTO RICO	1.18	9.81	30.62	5.99	0.29	0.59	0.39	51.13
RHODE ISLAND	0.71	6.38	52.48	.	36.17	.	3.55	0.71
SOUTH CAROLINA	2.33	8.03	51.30	6.74	.	30.57	.	1.04
SOUTH DAKOTA	8.87	23.73	38.36	3.99	3.99	7.76	13.30	.
TENNESSEE	2.56	4.57	73.78	5.61	9.51	1.52	.	2.44
TEXAS	23.26	42.88	24.42	1.30	0.10	6.39	0.03	1.62
UTAH	1.29	1.29	44.95	48.89	.	1.57	.	2.00
VERMONT	57.29	2.08	25.00	2.08	2.08	.	8.33	3.13
VIRGINIA	14.62	13.01	60.54	3.59	1.46	4.77	1.02	0.99
WASHINGTON	11.86	13.85	70.10	0.80	0.22	1.88	0.07	1.23
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	12.30	46.01	38.37	1.59	0.01	1.50	0.01	0.21
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	.	.	.	100.00	.	.	.	.
GUAM	5.56	22.22	47.22	11.11	13.89	.	.	.
NORTHERN MARIANAS	58.06	38.71	.	.	.	.	.	3.23
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	74.58	13.56	.	.	8.47	3.39
BUR. OF INDIAN AFFAIRS	14.94	32.18	29.31	.	.	.	23.56	.
U.S. AND OUTLYING AREAS	7.56	19.05	44.55	17.90	5.74	2.15	1.29	1.76
50 STATES, D.C., & P.R.	7.52	19.03	44.59	17.94	5.75	2.15	1.25	1.77

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB2.SFW

Table AB2

Number of Children Age 6-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

HEARING IMPAIRMENTS

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	395	121	203	33	0	205	4	0
ALASKA	45	48	33	0	3	0	0	0
ARIZONA	114	433	167	283	0	75	79	2
ARKANSAS	146	121	60	54	4	128	4	2
CALIFORNIA	1,936	1,279	3,513	52	68	805	8	16
COLORADO	296	261	197	4	0	91	0	1
CONNECTICUT	320	115	85	44	94	1	37	0
DELAWARE	41	17	17	92	0	9	1	0
DISTRICT OF COLUMBIA	8	3	8	0	0	0	0	0
FLORIDA	373	220	867	452	0	426	0	3
GEORGIA	323	292	377	120	2	107	0	5
HAWAII	84	84	115	30	0	0	0	1
IDAHO	141	43	19	0	0	0	0	0
ILLINOIS	380	643	1,452	71	12	283	15	3
INDIANA	506	86	387	135	0	157	2	2
IOWA	276	193	165	0	0	136	3	1
KANSAS	147	121	133	15	0	153	1	0
KENTUCKY	197	196	89	12	1	271	0	1
LOUISIANA	284	251	541	6	4	235	0	5
MAINE	157	65	23	19	0	14	1	0
MARYLAND	486	109	234	68	2	246	1	1
MASSACHUSETTS	504	110	386	36	247	0	66	5
MICHIGAN	1,147	504	744	14	.	157	0	0
MINNESOTA	687	377	124	41	12	224	1	0
MISSISSIPPI	29	281	231	10	0	138	2	1
MISSOURI	368	312	266	110	4	161	0	0
MONTANA	116	32	74	16	0	2	1	0
NEBRASKA	318	98	81	12	3	65	0	2
NEVADA	37	27	129	4	1	0	2	2
NEW HAMPSHIRE	36	11	10	145	3	1	14	0
NEW JERSEY	72	256	554	286	57	0	2	4
NEW MEXICO	147	75	109	8	0	97	0	0
NEW YORK	980	678	962	591	811	178	113	10
NORTH CAROLINA	802	319	264	8	0	463	0	4
NORTH DAKOTA	69	16	14	2	0	0	0	0
OHIO	454	670	812	137	12	136	.	3
OKLAHOMA	186	120	207	51	6	139	0	3
OREGON	736	116	141	4	26	97	0	13
PENNSYLVANIA	1,431	409	530	37	236	1	136	0
PUERTO RICO	69	284	303	39	23	2	1	5
RHODE ISLAND	33	11	8	108	3	0	3	0
SOUTH CAROLINA	267	286	230	31	0	128	2	1
SOUTH DAKOTA	108	30	4	26	0	33	1	0
TENNESSEE	533	166	353	54	2	152	0	4
TEXAS	482	1,046	1,094	135	3	1,983	0	129
UTAH	275	75	46	1	0	232	0	1
VERMONT	103	4	0	0	1	0	36	0
VIRGINIA	365	241	397	9	4	179	1	0
WASHINGTON	904	715	463	1	29	139	1	3
WEST VIRGINIA	38	165	80	25	1	77	3	1
WISCONSIN	197	26	55	3	0	15	0	0
WYOMING	92	48	25	14	0	5	1	0
AMERICAN SAMOA	1	0	11	0	0	0	0	0
GUAM	15	2	19	0	0	0	0	0
NORTHERN MARIANAS	2	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	1	0	11	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	17	16	13	0	0	0	0	0
U.S. AND OUTLYING AREAS	18,276	12,227	17,435	3,448	1,674	8,146	542	234
50 STATES, D.C., & P.R.	18,240	12,209	17,381	3,448	1,674	8,146	542	234

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB2.SFW

Table AB2

Percentage of Children Age 6-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

HEARING IMPAIRMENTS

	-----	-----	-----	-----	PERCENTAGE	-----	-----	-----
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	41.10	12.59	21.12	3.43	.	21.33	0.42	.
ALASKA	34.88	37.21	25.58	.	2.33	.	.	.
ARIZONA	9.89	37.55	14.48	24.54	.	6.50	6.85	0.17
ARKANSAS	28.13	23.31	11.56	10.40	0.77	24.66	0.77	0.39
CALIFORNIA	25.22	16.66	45.76	0.68	0.89	10.49	0.10	0.21
COLORADO	34.82	30.71	23.18	0.47	.	10.71	.	0.12
CONNECTICUT	45.98	16.52	12.21	6.32	13.51	0.14	5.32	.
DELAWARE	23.16	9.60	9.60	51.98	.	5.08	0.56	.
DISTRICT OF COLUMBIA	42.11	15.79	42.11		.	.	.	.
FLORIDA	15.93	9.40	37.04	19.31	.	18.20	.	0.13
GEORGIA	26.35	23.82	30.75	9.79	0.16	8.73	.	0.41
HAWAII	26.75	26.75	36.62	9.55	.	.	.	0.32
IDAHO	69.46	21.18	9.36	.		.	.	.
ILLINOIS	13.29	22.49	50.79	2.48	0.42	9.90	0.52	0.10
INDIANA	39.69	6.75	30.35	10.59	.	12.31	0.16	0.16
IOWA	35.66	24.94	21.32	.	.	17.57	0.39	0.13
KANSAS	25.79	21.23	23.33	2.63	.	26.84	0.18	.
KENTUCKY	25.68	25.55	11.60	1.56	0.13	35.33	.	0.13
LOUISIANA	21.42	18.93	40.80	0.45	0.30	17.72	.	0.38
MAINE	56.27	23.30	8.24	6.81	.	5.02	0.36	.
MARYLAND	42.37	9.50	20.40	5.93	0.17	21.45	0.09	0.09
MASSACHUSETTS	37.22	8.12	28.51	2.66	18.24	.	4.87	0.37
MICHIGAN	44.70	19.64	28.99	0.55	.	6.12	.	.
MINNESOTA	46.86	25.72	8.46	2.80	0.82	15.28	0.07	.
MISSISSIPPI	4.19	40.61	33.38	1.45	.	19.94	0.29	0.14
MISSOURI	30.14	25.55	21.79	9.01	0.33	13.19	.	.
MONTANA	48.13	13.28	30.71	6.64	.	0.83	0.41	.
NEBRASKA	54.92	16.93	13.99	2.07	0.52	11.23	.	0.35
NEVADA	18.32	13.37	63.86	1.98	0.50	.	0.99	0.99
NEW HAMPSHIRE	16.36	5.00	4.55	65.91	1.36	0.45	6.36	.
NEW JERSEY	5.85	20.80	45.00	23.23	4.63	.	0.16	0.32
NEW MEXICO	33.72	17.20	25.00	1.83	.	22.25	.	.
NEW YORK	22.67	15.68	22.25	13.67	18.76	4.12	2.61	0.23
NORTH CAROLINA	43.12	17.15	14.19	0.43	.	24.89	.	0.22
NORTH DAKOTA	68.32	15.84	13.86	1.98	.	.	.	.
OHIO	20.41	30.13	36.51	6.16	0.54	6.12	.	0.13
OKLAHOMA	26.12	16.85	29.07	7.16	0.84	19.52	.	0.42
OREGON	64.96	10.24	12.44	0.35	2.29	8.56	.	1.15
PENNSYLVANIA	51.47	14.71	19.06	1.33	8.49	0.04	4.89	.
PUERTO RICO	9.50	39.12	41.74	5.37	3.17	0.28	0.14	0.69
RHODE ISLAND	19.88	6.63	4.82	65.06	1.81	.	1.81	.
SOUTH CAROLINA	28.25	30.26	24.34	3.28	.	13.54	0.21	0.11
SOUTH DAKOTA	53.47	14.85	1.98	12.87	.	16.34	0.50	.
TENNESSEE	42.17	13.13	27.93	4.27	0.16	12.03	.	0.32
TEXAS	9.89	21.47	22.45	2.77	0.06	40.70	.	2.65
UTAH	43.65	11.90	7.30	0.16	.	36.83	.	0.16
VERMONT	71.53	2.78	.	.	0.69	.	25.00	.
VIRGINIA	30.52	20.15	33.19	0.75	0.33	14.97	0.08	.
WASHINGTON	40.09	31.71	20.53	0.04	1.29	6.16	0.04	0.13
WEST VIRGINIA	9.74	42.31	20.51	6.41	0.26	19.74	0.77	0.26
WISCONSIN	66.55	8.78	18.58	1.01	.	5.07	.	.
WYOMING	49.73	25.95	13.51	7.57	.	2.70	0.54	.
AMERICAN SAMOA	8.33	.	91.67	.	.	.	.	.
GUAM	41.67	5.56	52.78	.	.	.	.	.
NORTHERN MARIANAS	100.00	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	8.33	.	91.67	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	36.96	34.78	28.26	.	.	.	.	.
U.S. AND OUTLYING AREAS	29.49	19.73	28.13	5.56	2.70	13.14	0.87	0.38
50 STATES, D.C., & P.R.	29.48	19.73	28.09	5.57	2.71	13.17	0.88	0.38

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB2.SFW

Table AB2

Number of Children Age 6-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

ORTHOPEDIC IMPAIRMENTS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	248	64	144	8	1	0	0	4
ALASKA	27	24	12	0	0	0	0	0
ARIZONA	141	234	251	4	18	0	0	12
ARKANSAS	52	54	41	1	7	0	6	1
CALIFORNIA	2,380	938	4,288	718	26	0	0	80
COLORADO	505	420	121	8	0	3	0	26
CONNECTICUT	185	19	32	3	5	1	0	8
DELAWARE	39	22	143	6	1	0	0	47
DISTRICT OF COLUMBIA	5	2	12	55	0	0	0	0
FLORIDA	888	417	2,177	216	103	0	0	100
GEORGIA	220	196	282	1	0	0	0	6
HAWAII	67	28	90	0	0	0	0	6
IDAHO	96	40	24	0	0	0	0	1
ILLINOIS	429	350	1,028	512	23	54	1	143
INDIANA	455	26	222	17	0	0	0	1
IOWA	421	306	133	1	0	0	3	43
KANSAS	266	70	57	0	22	1	0	3
KENTUCKY	236	106	68	1	0	0	0	7
LOUISIANA	285	221	570	22	4	25	0	30
MAINE	114	34	9	1	0	0	0	0
MARYLAND	233	71	203	18	12	0	0	3
MASSACHUSETTS	563	65	178	5	63	0	6	43
MICHIGAN	2,353	1,140	1,291	101	.	1	0	46
MINNESOTA	691	403	61	19	2	7	1	5
MISSISSIPPI	90	251	521	39	1	3	9	120
MISSOURI	268	118	172	252	6	0	2	2
MONTANA	60	16	13	0	0	0	0	2
NEBRASKA	296	65	55	4	0	0	1	27
NEVADA	31	17	17	0	0	0	0	1
NEW HAMPSHIRE	87	36	19	9	0	0	0	1
NEW JERSEY	38	166	193	104	86	0	0	10
NEW MEXICO	217	127	205	0	0	0	0	5
NEW YORK	1,161	344	572	113	146	6	3	21
NORTH CAROLINA	527	137	168	43	0	0	0	13
NORTH DAKOTA	58	13	21	3	1	3	5	1
OHIO	475	380	448	94	12	0	.	744
OKLAHOMA	177	47	80	6	0	0	0	4
OREGON	465	151	168	7	6	0	0	13
PENNSYLVANIA	200	133	1,363	193	109	0	25	13
PUERTO RICO	82	146	26	0	84	1	3	29
RHODE ISLAND	49	56	42	0	11	0	2	3
SOUTH CAROLINA	172	277	259	32	0	0	0	7
SOUTH DAKOTA	97	21	3	1	2	3	30	0
TENNESSEE	332	180	343	62	2	0	0	111
TEXAS	1,058	1,933	1,044	46	2	84	0	65
UTAH	53	57	87	0	0	0	0	24
VERMONT	87	1	3	0	1	0	0	2
VIRGINIA	319	145	232	22	9	0	4	4
WASHINGTON	649	303	263	7	5	0	0	4
WEST VIRGINIA	90	82	107	2	0	0	1	8
WISCONSIN	390	70	120	1	0	0	0	4
WYOMING	94	42	30	0	1	2	2	1
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	14	3	3	0	0	0	0	0
NORTHERN MARIANAS	16	2	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	6	12	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	18,557	10,581	18,014	2,757	771	194	104	1,854
50 STATES, D.C., & P.R.	18,521	10,564	18,011	2,757	771	194	104	1,854

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB2.SFW

Table AB2

Percentage of Children Age 6-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

ORTHOPEDIC IMPAIRMENTS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	PERCENTAGE							
ALABAMA	52.88	13.65	30.70	1.71	0.21	.	.	0.85
ALASKA	42.86	38.10	19.05	.	.	.	.	.
ARIZONA	21.36	35.45	38.03	0.61	2.73	.	.	1.82
ARKANSAS	32.10	33.33	25.31	0.62	4.32	.	3.70	0.62
CALIFORNIA	28.23	11.13	50.87	8.52	0.31	.	.	0.95
COLORADO	46.63	38.78	11.17	0.74	.	0.28	.	2.40
CONNECTICUT	73.12	7.51	12.65	1.19	1.98	0.40	.	3.16
DELAWARE	15.12	8.53	55.43	2.33	0.39	.	.	18.22
DISTRICT OF COLUMBIA	6.76	2.70	16.22	74.32	.	.	.	.
FLORIDA	22.76	10.69	55.81	5.54	2.64	.	.	2.56
GEORGIA	31.21	27.80	40.00	0.14	.	.	.	0.85
HAWAII	35.08	14.66	47.12	.	.	.	.	3.14
IDAHO	59.63	24.84	14.91	.	.	.	.	0.62
ILLINOIS	16.89	13.78	40.47	20.16	0.91	2.13	0.04	5.63
INDIANA	63.11	3.61	30.79	2.36	.	.	.	0.14
IOWA	46.42	33.74	14.66	0.11	.	.	0.33	4.74
KANSAS	63.48	16.71	13.60	.	5.25	0.24	.	0.72
KENTUCKY	56.46	25.36	16.27	0.24	.	.	.	1.67
LOUISIANA	24.63	19.10	49.27	1.90	0.35	2.16	.	2.59
MAINE	72.15	21.52	5.70	0.63	.	.	.	.
MARYLAND	43.15	13.15	37.59	3.33	2.22	.	.	0.56
MASSACHUSETTS	61.00	7.04	19.28	0.54	6.83	.	0.65	4.66
MICHIGAN	47.71	23.11	26.18	2.05	.	0.02	.	0.93
MINNESOTA	58.12	33.89	5.13	1.60	0.17	0.59	0.08	0.42
MISSISSIPPI	8.70	24.27	50.39	3.77	0.10	0.29	0.87	11.61
MISSOURI	32.68	14.39	20.98	30.73	0.73	.	0.24	0.24
MONTANA	65.93	17.58	14.29	.	.	.	.	2.20
NEBRASKA	66.07	14.51	12.28	0.89	.	.	0.22	6.03
NEVADA	46.97	25.76	25.76	.	.	.	.	1.52
NEW HAMPSHIRE	57.24	23.68	12.50	5.92	.	.	.	0.66
NEW JERSEY	6.37	27.81	32.33	17.42	14.41	.	.	1.68
NEW MEXICO	39.17	22.92	37.00	.	.	.	.	0.90
NEW YORK	49.07	14.54	24.18	4.78	6.17	0.25	0.13	0.89
NORTH CAROLINA	59.35	15.43	18.92	4.84	.	.	.	1.46
NORTH DAKOTA	55.24	12.38	20.00	2.86	0.95	2.86	4.76	0.95
OHIO	22.06	17.65	20.81	4.37	0.56	.	.	34.56
OKLAHOMA	56.37	14.97	25.48	1.91	.	.	.	1.27
OREGON	57.41	18.64	20.74	0.86	0.74	.	.	1.60
PENNSYLVANIA	9.82	6.53	66.94	9.48	5.35	.	1.23	0.64
PUERTO RICO	22.10	39.35	7.01	.	22.64	0.27	0.81	7.82
RHODE ISLAND	30.06	34.36	25.77	.	6.75	.	1.23	1.84
SOUTH CAROLINA	23.03	37.08	34.67	4.28	.	.	.	0.94
SOUTH DAKOTA	61.78	13.38	1.91	0.64	1.27	1.91	19.11	.
TENNESSEE	32.23	17.48	33.30	6.02	0.19	.	.	10.78
TEXAS	25.00	45.68	24.67	1.09	0.05	1.98	.	1.54
UTAH	23.98	25.79	39.37	.	.	.	.	10.86
VERMONT	92.55	1.06	3.19	.	1.06	.	.	2.13
VIRGINIA	43.40	19.73	31.56	2.99	1.22	.	0.54	0.54
WASHINGTON	52.72	24.61	21.36	0.57	0.41	.	.	0.32
WEST VIRGINIA	31.03	28.28	36.90	0.69	.	.	0.34	2.76
WISCONSIN	66.67	11.97	20.51	0.17	.	.	.	0.68
WYOMING	54.65	24.42	17.44	.	0.58	1.16	1.16	0.58
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	70.00	15.00	15.00	.	.	.	.	.
NORTHERN MARIANAS	88.89	11.11	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	33.33	66.67	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	35.12	20.03	34.10	5.22	1.46	0.37	0.20	3.51
50 STATES, D.C., & P.R.	35.09	20.02	34.13	5.22	1.46	0.37	0.20	3.51

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB2.SFW

Table AB2

Number of Children Age 6-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

OTHER HEALTH IMPAIRMENTS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	NUMBER							
ALABAMA	572	116	171	31	1	0	1	32
ALASKA	62	52	38	0	4	1	2	0
ARIZONA	27	146	43	0	1	0	0	39
ARKANSAS	190	285	109	6	14	0	5	11
CALIFORNIA	6,429	1,642	2,284	81	162	0	10	169
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	461	148	94	3	36	0	11	31
DELAWARE	0	1	35	0	0	0	1	0
DISTRICT OF COLUMBIA	2	5	0	74	0	0	0	0
FLORIDA	0	0	0	0	0	0	0	400
GEORGIA	353	382	258	5	0	0	0	18
HAWAII	60	71	107	0	0	0	0	3
IDAHO	193	91	27	1	1	0	0	27
ILLINOIS	165	241	279	144	17	3	7	823
INDIANA	132	25	47	7	1	0	0	0
IOWA	0	0	0	0	0	1	0	0
KANSAS	333	214	165	8	1	8	0	14
KENTUCKY	163	151	40	6	0	0	0	18
LOUISIANA	510	557	940	36	11	7	1	56
MAINE	196	139	41	0	1	0	0	13
MARYLAND	593	186	413	108	44	0	29	38
MASSACHUSETTS	315	119	131	14	43	0	17	656
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	740	383	70	14	3	4	7	20
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	150	120	30	46	2	0	2	52
MONTANA	152	83	22	0	0	0	1	37
NEBRASKA	306	141	197	12	2	9	1	38
NEVADA	76	261	7	4	4	0	0	139
NEW HAMPSHIRE	429	162	163	28	17	0	16	6
NEW JERSEY	79	201	103	21	11	2	0	126
NEW MEXICO	166	103	125	0	0	0	0	7
NEW YORK	1,903	790	1,071	152	38	2	7	68
NORTH CAROLINA	1,325	664	380	16	3	1	0	81
NORTH DAKOTA	93	20	10	2	0	2	3	4
OHIO	329	39	28	22	8	0	.	1,661
OKLAHOMA	153	64	75	20	1	1	0	10
OREGON	570	211	169	14	19	2	2	41
PENNSYLVANIA	76	14	17	1	0	0	0	0
PUERTO RICO	78	259	62	3	1	0	0	87
RHODE ISLAND	126	53	53	0	7	0	7	109
SOUTH CAROLINA	41	99	25	0	11	0	0	0
SOUTH DAKOTA	48	28	6	0	2	1	2	1
TENNESSEE	925	524	427	32	8	3	0	829
TEXAS	3,066	5,589	2,983	123	7	114	2	181
UTAH	125	140	129	6	0	0	0	11
VERMONT	175	6	6	2	3	0	1	8
VIRGINIA	539	300	225	3	2	2	1	12
WASHINGTON	3,279	2,852	1,757	33	38	0	0	40
WEST VIRGINIA	25	48	15	0	0	0	0	2
WISCONSIN	288	63	34	5	0	0	0	32
WYOMING	161	148	50	5	1	7	4	3
AMERICAN SAMOA	0	0	0	1	0	0	0	0
GUAM	18	6	3	1	0	0	0	0
NORTHERN MARIANAS	2	0	1	0	2	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	1	0	3	0	0	0	3	3
BUR. OF INDIAN AFFAIRS	33	27	9	0	0	0	0	0
U.S. AND OUTLYING AREAS	26,233	17,969	13,477	1,090	527	170	143	5,956
50 STATES, D.C., & P.R.	26,179	17,936	13,461	1,088	525	170	140	5,953

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994

SOURCE: AR_AB2.SFW

Table AB2

Percentage of Children Age 6-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

OTHER HEALTH IMPAIRMENTS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	PERCENTAGE							
ALABAMA	61.90	12.55	18.51	3.35	0.11	.	0.11	3.46
ALASKA	38.99	32.70	23.90	.	2.52	0.63	1.26	.
ARIZONA	10.55	57.03	16.80	.	0.39	.	.	15.23
ARKANSAS	30.65	45.97	17.58	0.97	2.26	.	0.81	1.77
CALIFORNIA	59.65	15.24	21.19	0.75	1.50	.	0.09	1.57
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	58.80	18.88	11.99	0.38	4.59	.	1.40	3.95
DELAWARE	.	2.70	94.59	.	.	.	2.70	.
DISTRICT OF COLUMBIA	2.47	6.17	.	91.36	.	.	.	.
FLORIDA	.	.	.	.	.	.	.	100.00
GEORGIA	34.74	37.60	25.39	0.49	.	.	.	1.77
HAWAII	24.90	29.46	44.40	.	.	.	.	1.24
IDAHO	56.76	26.76	7.94	0.29	0.29	.	.	7.94
ILLINOIS	9.83	14.35	16.62	8.58	1.01	0.18	0.42	49.02
INDIANA	62.26	11.79	22.17	3.30	0.47	.	.	.
IOWA	.	.	.	.	.	100.00	.	.
KANSAS	44.82	28.80	22.21	1.08	0.13	1.08	.	1.88
KENTUCKY	43.12	39.95	10.58	1.59	.	.	.	4.76
LOUISIANA	24.08	26.30	44.38	1.70	0.52	0.33	0.05	2.64
MAINE	50.26	35.64	10.51	.	0.26	.	.	3.33
MARYLAND	42.03	13.18	29.27	7.65	3.12	.	2.06	2.69
MASSACHUSETTS	24.32	9.19	10.12	1.08	3.32	.	1.31	50.66
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	59.63	30.86	5.64	1.13	0.24	0.32	0.56	1.61
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	37.31	29.85	7.46	11.44	0.50	.	0.50	12.94
MONTANA	51.53	28.14	7.46	.	.	.	0.34	12.54
NEBRASKA	43.34	19.97	27.90	1.70	0.28	1.27	0.14	5.38
NEVADA	15.48	53.16	1.43	0.81	0.81	.	.	28.31
NEW HAMPSHIRE	52.25	19.73	19.85	3.41	2.07	.	1.95	0.73
NEW JERSEY	14.55	37.02	18.97	3.87	2.03	0.37	.	23.20
NEW MEXICO	41.40	25.69	31.17	.	.	.	.	1.75
NEW YORK	47.21	19.60	26.57	3.77	0.94	0.05	0.17	1.69
NORTH CAROLINA	53.64	26.88	15.38	0.65	0.12	0.04	.	3.28
NORTH DAKOTA	69.40	14.93	7.46	1.49	.	1.49	2.24	2.99
OHIO	15.76	1.87	1.34	1.05	0.38	.	.	79.59
OKLAHOMA	47.22	19.75	23.15	6.17	0.31	0.31	.	3.09
OREGON	55.45	20.53	16.44	1.36	1.85	0.19	0.19	3.99
PENNSYLVANIA	70.37	12.96	15.74	0.93	.	.	.	.
PUERTO RICO	15.92	52.86	12.65	0.61	0.20	.	.	17.76
RHODE ISLAND	35.49	14.93	14.93	.	1.97	.	1.97	30.70
SOUTH CAROLINA	23.30	56.25	14.20	.	6.25	.	.	.
SOUTH DAKOTA	54.55	31.82	6.82	.	2.27	1.14	2.27	1.14
TENNESSEE	33.66	19.07	15.54	1.16	0.29	0.11	.	30.17
TEXAS	25.41	46.32	24.72	1.02	0.06	0.94	0.02	1.50
UTAH	30.41	34.06	31.39	1.46	.	.	.	2.68
VERMONT	87.06	2.99	2.99	1.00	1.49	.	0.50	3.98
VIRGINIA	49.72	27.68	20.76	0.28	0.18	0.18	0.09	1.11
WASHINGTON	40.99	35.65	21.97	0.41	0.48	.	.	0.50
WEST VIRGINIA	27.78	53.33	16.67	.	.	.	.	2.22
WISCONSIN	68.25	14.93	8.06	1.18	.	.	.	7.58
WYOMING	42.48	39.05	13.19	1.32	0.26	1.85	1.06	0.79
AMERICAN SAMOA	.	.	.	100.00	.	.	.	.
GUAM	64.29	21.43	10.71	3.57	.	.	.	.
NORTHERN MARIANAS	40.00	.	20.00	.	40.00	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	10.00	.	30.00	.	.	.	30.00	30.00
BUR. OF INDIAN AFFAIRS	47.83	39.13	13.04	.	.	.	.	.
U.S. AND OUTLYING AREAS	40.01	27.41	20.56	1.66	0.80	0.26	0.22	9.08
50 STATES, D.C., & P.R.	40.00	27.40	20.57	1.66	0.80	0.26	0.21	9.10

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994

SOURCE: AR_AB2.SFW

268

Table AB2

Number of Children Age 6-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

VISUAL IMPAIRMENTS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	216	37	31	32	0	96	0	1
ALASKA	10	13	2	0	0	0	0	0
ARIZONA	74	168	46	41	2	30	18	0
ARKANSAS	44	27	16	0	0	105	0	0
CALIFORNIA	1,257	569	1,059	124	13	12	6	10
COLORADO	174	63	10	0	0	28	0	6
CONNECTICUT	190	56	135	45	21	0	10	8
DELAWARE	58	12	11	12	0	0	0	6
DISTRICT OF COLUMBIA	19	0	2	16	0	0	2	0
FLORIDA	389	126	182	149	0	131	0	1
GEORGIA	214	96	38	8	0	103	0	1
HAWAII	34	9	13	3	0	0	0	0
IDAHO	45	24	1	0	0	0	0	0
ILLINOIS	274	418	271	14	5	94	1	0
INDIANA	317	12	57	76	0	85	0	0
IOWA	72	47	11	0	0	54	0	0
KANSAS	120	25	12	1	0	18	0	0
KENTUCKY	265	63	8	2	0	123	0	4
LOUISIANA	168	85	139	3	0	47	0	1
MAINE	66	27	4	0	0	0	1	0
MARYLAND	219	59	53	26	4	124	0	0
MASSACHUSETTS	350	104	97	5	25	0	18	3
MICHIGAN	446	138	167	4	.	26	0	2
MINNESOTA	206	65	9	4	1	61	1	1
MISSISSIPPI	18	73	81	3	0	61	0	4
MISSOURI	248	66	56	45	4	35	0	0
MONTANA	45	23	23	4	0	0	0	1
NEBRASKA	135	50	12	3	0	26	0	0
NEVADA	14	7	64	2	0	0	0	1
NEW HAMPSHIRE	16	4	2	83	0	0	3	0
NEW JERSEY	259	58	42	1	26	2	0	2
NEW MEXICO	55	15	43	39	0	0	0	1
NEW YORK	500	272	294	58	124	44	1	5
NORTH CAROLINA	367	126	45	5	0	67	0	2
NORTH DAKOTA	46	3	5	1	0	2	0	0
OHIO	390	211	208	22	9	114	.	3
OKLAHOMA	141	32	45	10	2	56	0	1
OREGON	223	32	65	4	2	39	0	13
PENNSYLVANIA	855	105	153	10	143	0	121	0
PUERTO RICO	67	311	38	1	3	1	2	6
RHODE ISLAND	34	19	17	0	2	0	4	0
SOUTH CAROLINA	167	122	54	12	0	32	0	0
SOUTH DAKOTA	43	10	3	2	0	14	1	0
TENNESSEE	524	114	78	11	3	2	0	3
TEXAS	419	777	452	25	0	148	0	30
UTAH	104	50	27	1	0	58	0	0
VERMONT	25	3	1	0	0	0	1	0
VIRGINIA	391	38	21	1	7	62	1	4
WASHINGTON	178	74	38	3	3	36	0	0
WEST VIRGINIA	31	93	3	16	0	57	0	0
WISCONSIN	174	26	12	3	0	34	0	0
WYOMING	36	17	8	0	0	2	0	0
AMERICAN SAMOA	0	3	0	0	0	0	0	0
GUAM	12	2	2	0	0	0	0	0
NORTHERN MARIANAS	18	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	1	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	6	8	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	10,769	4,987	4,266	930	399	2,029	191	120
50 STATES, D.C., & P.R.	10,732	4,974	4,264	930	399	2,029	191	120

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DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB2.SFW

Table AB2

Percentage of Children Age 6-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

VISUAL IMPAIRMENTS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	PERCENTAGE							
ALABAMA	52.30	8.96	7.51	7.75		23.24		0.24
ALASKA	40.00	52.00	8.00					
ARIZONA	19.53	44.33	12.14	10.82	0.53	7.92	4.75	
ARKANSAS	22.92	14.06	8.33			54.69		
CALIFORNIA	41.21	18.66	34.72	4.07	0.43	0.39	0.20	0.33
COLORADO	61.92	22.42	3.56			9.96		2.14
CONNECTICUT	40.86	12.04	29.03	9.68	4.52		2.15	1.72
DELAWARE	58.59	12.12	11.11	12.12				6.06
DISTRICT OF COLUMBIA	48.72		5.13	41.03			5.13	
FLORIDA	39.78	12.88	18.61	15.24		13.39		0.10
GEORGIA	46.52	20.87	8.26	1.74		22.39		0.22
HAWAII	57.63	15.25	22.03	5.08				
IDAHO	64.29	34.29	1.43					
ILLINOIS	25.44	38.81	25.16	1.30	0.46	8.73	0.09	
INDIANA	57.95	2.19	10.42	13.89		15.54		
IOWA	39.13	25.54	5.98			29.35		
KANSAS	68.18	14.20	6.82	0.57		10.23		
KENTUCKY	56.99	13.55	1.72	0.43		26.45		0.86
LOUISIANA	37.92	19.19	31.38	0.68		10.61		0.23
MAINE	67.35	27.55	4.08				1.02	
MARYLAND	45.15	12.16	10.93	5.36	0.82	25.57		
MASSACHUSETTS	58.14	17.28	16.11	0.83	4.15		2.99	0.50
MICHIGAN	56.96	17.62	21.33	0.51		3.32		0.26
MINNESOTA	59.20	18.68	2.59	1.15	0.29	17.53	0.29	0.29
MISSISSIPPI	7.50	30.42	33.75	1.25		25.42		1.67
MISSOURI	54.63	14.54	12.33	9.91	0.88	7.71		
MONTANA	46.88	23.96	23.96	4.17				1.04
NEBRASKA	59.73	22.12	5.31	1.33		11.50		
NEVADA	15.91	7.95	72.73	2.27				1.14
NEW HAMPSHIRE	14.81	3.70	1.85	76.85			2.78	
NEW JERSEY	66.41	14.87	10.77	0.26	6.67	0.51		0.51
NEW MEXICO	35.95	9.80	28.10	25.49				0.65
NEW YORK	38.52	20.96	22.65	4.47	9.55	3.39	0.08	0.39
NORTH CAROLINA	59.97	20.59	7.35	0.82		10.95		0.33
NORTH DAKOTA	80.70	5.26	8.77	1.75		3.51		
OHIO	40.75	22.05	21.73	2.30	0.94	11.91		0.31
OKLAHOMA	49.13	11.15	15.68	3.48	0.70	19.51		0.35
OREGON	58.99	8.47	17.20	1.06	0.53	10.32		3.44
PENNSYLVANIA	61.64	7.57	11.03	0.72	10.31		8.72	
PUERTO RICO	15.62	72.49	8.86	0.23	0.70	0.23	0.47	1.40
RHODE ISLAND	44.74	25.00	22.37		2.63		5.26	
SOUTH CAROLINA	43.15	31.52	13.95	3.10		8.27		
SOUTH DAKOTA	58.90	13.70	4.11	2.74		19.18	1.37	
TENNESSEE	71.29	15.51	10.61	1.50	0.41	0.27		0.41
TEXAS	22.64	41.98	24.42	1.35		8.00		1.62
UTAH	43.33	20.83	11.25	0.42		24.17		
VERMONT	83.33	10.00	3.33				3.33	
VIRGINIA	74.48	7.24	4.00	0.19	1.33	11.81	0.19	0.76
WASHINGTON	53.61	22.29	11.45	0.90	0.90	10.84		
WEST VIRGINIA	15.50	46.50	1.50	8.00		28.50		
WISCONSIN	69.88	10.44	4.82	1.20		13.65		
WYOMING	57.14	26.98	12.70			3.17		
AMERICAN SAMOA		100.00						
GUAM	75.00	12.50	12.50					
NORTHERN MARIANAS	100.00							
PALAU								
VIRGIN ISLANDS	100.00							
BUR. OF INDIAN AFFAIRS	42.86	57.14						
U.S. AND OUTLYING AREAS	45.46	21.05	18.01	3.93	1.68	8.56	0.81	0.51
50 STATES, D.C., & P.R.	45.40	21.04	18.04	3.93	1.69	8.58	0.81	0.51

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB2.SFW

Table AB2

Number of Children Age 6-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

AUTISM

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	NUMBER							
ALABAMA	5	6	31	25	23	21	14	1
ALASKA	2	5	7	0	0	0	0	0
ARIZONA	1	8	109	4	84	0	0	1
ARKANSAS	4	5	28	0	5	0	1	0
CALIFORNIA	73	138	1,005	196	176	0	7	10
COLORADO	1	3	11	0	0	1	0	0
CONNECTICUT	28	24	65	20	27	0	5	2
DELAWARE	1	3	9	95	0	10	0	0
DISTRICT OF COLUMBIA	0	0	23	0	0	0	0	0
FLORIDA	63	14	467	223	10	0	0	1
GEORGIA	24	6	254	2	0	1	0	0
HAWAII	0	4	56	0	0	0	0	0
IDAHO	10	3	25	3	0	0	0	0
ILLINOIS	10	8	265	66	129	1	7	0
INDIANA	71	0	377	16	0	0	0	1
IOWA	2	10	50	5	0	0	0	0
KANSAS	11	16	45	4	1	1	0	0
KENTUCKY	7	5	28	4	0	0	0	0
LOUISIANA	4	9	398	29	1	13	3	0
MAINE	11	10	18	0	2	0	4	1
MARYLAND	2	1	19	5	0	0	1	0
MASSACHUSETTS	25	6	259	42	127	0	106	5
MICHIGAN	145	112	521	401	.	0	0	1
MINNESOTA	49	73	127	37	3	5	3	0
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	30	24	242	106	22	2	4	0
MONTANA	3	4	13	0	0	0	0	0
NEBRASKA	0	0	0	0	0	0	0	0
NEVADA	0	0	3	1	0	0	1	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	0
NEW JERSEY	0	1	53	104	265	42	11	3
NEW MEXICO	2	1	13	0	0	0	0	0
NEW YORK	111	37	220	1,233	151	6	92	8
NORTH CAROLINA	47	24	568	138	9	0	0	0
NORTH DAKOTA	3	2	7	1	0	0	2	0
OHIO	0	15	7	0	0	0		0
OKLAHOMA	2	2	24	3	0	4	0	2
OREGON	174	91	274	8	3	0	0	1
PENNSYLVANIA	22	17	345	181	35	1	3	2
PUERTO RICO	12	11	208	12	1	0	0	22
RHODE ISLAND	0	1	2	0	10	0	4	1
SOUTH CAROLINA	2	4	125	5	0	0	0	1
SOUTH DAKOTA	5	14	13	1	1	2	10	1
TENNESSEE	17	13	251	3	8	12	1	3
TEXAS	368	673	366	16	2	37	0	25
UTAH	1	1	73	24	0	9	0	1
VERMONT	8	0	2	0	0	0	2	0
VIRGINIA	9	32	387	94	12	11	25	1
WASHINGTON	0	0	0	0	0	0	0	0
WEST VIRGINIA	4	19	87	2	0	0	0	0
WISCONSIN	8	10	156	3	0	0	0	0
WYOMING	1	1	14	1	0	1	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	1	0	1	0	0	0	0	0
NORTHERN MARIANAS	2	6	1	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	3	0	0	0	1	0
BUR. OF INDIAN AFFAIRS	0	5	5	0	0	0	0	0
U.S. AND OUTLYING AREAS	1,381	1,477	7,660	3,113	1,107	180	307	94
50 STATES, D.C., & P.R.	1,378	1,466	7,650	3,113	1,107	180	306	94

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB2.SFW

Table AB2

Percentage of Children Age 6-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

AUTISM

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	PERCENTAGE							
ALABAMA	3.97	4.76	24.60	19.84	18.25	16.67	11.11	0.79
ALASKA	14.29	35.71	50.00	.	.	.	.	.
ARIZONA	0.48	3.86	52.66	1.93	40.58	.	.	0.48
ARKANSAS	9.30	11.63	65.12	.	11.63	.	2.33	.
CALIFORNIA	4.55	8.60	62.62	12.21	10.97	.	0.44	0.62
COLORADO	6.25	18.75	68.75	.	.	6.25	.	.
CONNECTICUT	16.37	14.04	38.01	11.70	15.79	.	2.92	1.17
DELAWARE	0.85	2.54	7.63	80.51	.	8.47	.	.
DISTRICT OF COLUMBIA	.	.	100.00	.	.	.	.	.
FLORIDA	8.10	1.80	60.03	28.66	1.29	.	.	0.13
GEORGIA	8.36	2.09	88.50	0.70	.	0.35	.	.
HAWAII	.	6.67	93.33	.	.	.	.	.
IDAHO	24.39	7.32	60.98	7.32	.	.	.	.
ILLINOIS	2.06	1.65	54.53	13.58	26.54	0.21	1.44	.
INDIANA	15.27	.	81.08	3.44	.	.	.	0.22
IOWA	2.99	14.93	74.63	7.46	.	.	.	.
KANSAS	14.10	20.51	57.69	5.13	1.28	1.28	.	.
KENTUCKY	15.91	11.36	63.64	9.09	.	.	.	.
LOUISIANA	0.88	1.97	87.09	6.35	0.22	2.84	0.66	.
MAINE	23.91	21.74	39.13	.	4.35	.	8.70	2.17
MARYLAND	7.14	3.57	67.86	17.86	.	.	3.57	.
MASSACHUSETTS	4.39	1.05	45.44	7.37	22.28	.	18.60	0.88
MICHIGAN	12.29	9.49	44.15	33.98	.	.	.	0.08
MINNESOTA	16.50	24.58	42.76	12.46	1.01	1.68	1.01	.
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	6.98	5.58	56.28	24.65	5.12	0.47	0.93	.
MONTANA	15.00	20.00	65.00	.	.	.	.	.
NEBRASKA	.	.	.	.	.	.	.	.
NEVADA	.	.	60.00	20.00	.	.	20.00	.
NEW HAMPSHIRE	.	.	.	.	.	.	.	.
NEW JERSEY	.	0.21	11.06	21.71	55.32	8.77	2.30	0.63
NEW MEXICO	12.50	6.25	81.25	.	.	.	.	.
NEW YORK	5.97	1.99	11.84	66.36	8.13	0.32	4.95	0.43
NORTH CAROLINA	5.98	3.05	72.26	17.56	1.15	.	.	.
NORTH DAKOTA	20.00	13.33	46.67	6.67	.	.	13.33	.
OHIO	.	68.18	31.82	.	.	.	.	.
OKLAHOMA	5.41	5.41	64.86	8.11	.	10.81	.	5.41
OREGON	31.58	16.52	49.73	1.45	0.54	.	.	0.18
PENNSYLVANIA	3.63	2.81	56.93	29.87	5.78	0.17	0.50	0.33
PUERTO RICO	4.51	4.14	78.20	4.51	0.38	.	.	8.27
RHODE ISLAND	.	5.56	11.11	.	55.56	.	22.22	5.56
SOUTH CAROLINA	1.46	2.92	91.24	3.65	.	.	.	0.73
SOUTH DAKOTA	10.64	29.79	27.66	2.13	2.13	4.26	21.28	2.13
TENNESSEE	5.52	4.22	81.49	0.97	2.60	3.90	0.32	0.97
TEXAS	24.75	45.26	24.61	1.08	0.13	2.49	.	1.68
UTAH	0.92	0.92	66.97	22.02	.	8.26	.	0.92
VERMONT	66.67	.	16.67	.	.	.	16.67	.
VIRGINIA	1.58	5.60	67.78	16.46	2.10	1.93	4.38	0.18
WASHINGTON	.	.	.	.	.	.	.	.
WEST VIRGINIA	3.57	16.96	77.68	1.79	.	.	.	.
WISCONSIN	4.52	5.65	88.14	1.69	.	.	.	.
WYOMING	5.56	5.56	77.78	5.56	.	5.56	.	.
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	50.00	.	50.00	.	.	.	.	.
NORTHERN MARIANAS	22.22	66.67	11.11	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	75.00	.	.	.	25.00	.
BUR. OF INDIAN AFFAIRS	.	50.00	50.00	.	.	.	.	.
U.S. AND OUTLYING AREAS	9.01	9.64	50.00	20.32	7.23	1.18	2.00	0.61
50 STATES, D.C., & P.R.	9.01	9.59	50.02	20.35	7.24	1.18	2.00	0.61

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB2.SFW

Table AB2

Number of Children Age 6-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

DEAF-BLINDNESS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	NUMBER							
ALABAMA	0	0	5	1	0	9	0	0
ALASKA	1	0	0	0	0	0	0	0
ARIZONA	0	0	0	0	0	0	0	0
ARKANSAS	0	0	0	8	0	0	0	0
CALIFORNIA	14	12	72	11	7	12	0	0
COLORADO	10	3	24	23	0	5	0	0
CONNECTICUT	5	3	8	2	3	0	1	1
DELAWARE	0	4	0	25	0	4	0	0
DISTRICT OF COLUMBIA	0	0	0	13	0	0	0	0
FLORIDA	0	0	8	16	2	0	0	0
GEORGIA	1	1	3	0	0	22	0	1
HAWAII	0	0	3	1	0	0	0	0
IDAHO	5	1	2	0	0	0	0	0
ILLINOIS	2	4	8	2	0	20	0	0
INDIANA	4	1	52	6	0	7	0	2
IOWA	0	0	29	0	0	5	0	0
KANSAS	1	1	7	0	0	1	0	0
KENTUCKY	4	3	3	1	0	1	0	0
LOUISIANA	0	1	6	0	0	6	0	0
MAINE	1	2	1	0	0	0	2	0
MARYLAND	4	0	2	10	0	29	0	1
MASSACHUSETTS	0	0	14	2	14	0	9	0
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	2	3	4	2	1	6	0	0
MISSISSIPPI	0	0	6	2	0	4	0	1
MISSOURI	16	8	50	22	6	10	0	0
MONTANA	10	4	12	2	0	0	0	0
NEBRASKA	1	1	1	0	0	1	0	0
NEVADA	0	2	2	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	2	0	0	1	0
NEW JERSEY	2	1	10	11	46	50	3	0
NEW MEXICO	0	0	1	0	0	10	0	0
NEW YORK	51	6	25	1	3	7	2	1
NORTH CAROLINA	1	0	2	2	0	15	2	0
NORTH DAKOTA	1	3	2	0	0	46	0	0
OHIO	2	1	3	2	0	1	.	0
OKLAHOMA	2	3	22	6	0	0	2	1
OREGON	3	0	4	0	0	2	0	0
PENNSYLVANIA	1	3	0	0	0	0	0	0
PUERTO RICO	0	1	6	26	0	0	0	2
RHODE ISLAND	0	0	2	0	3	0	0	0
SOUTH CAROLINA	0	0	7	5	0	10	0	0
SOUTH DAKOTA	1	1	0	2	0	5	3	0
TENNESSEE	2	2	5	1	0	0	0	0
TEXAS	37	70	40	2	0	18	0	4
UTAH	1	1	16	25	0	13	0	1
VERMONT	1	0	0	0	0	0	0	0
VIRGINIA	1	1	0	0	1	1	0	0
WASHINGTON	6	6	16	0	2	4	0	0
WEST VIRGINIA	0	0	0	6	0	15	0	0
WISCONSIN	0	0	2	0	0	1	0	0
WYOMING	0	0	0	0	0	1	0	0
AMERICAN SAMOA	0	0	0	6	0	0	0	0
GUAM	1	0	1	0	1	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	7	1	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	4	0	0	22	1	0
U.S. AND OUTLYING AREAS	194	153	497	247	89	363	26	15
50 STATES, D.C., & P.R.	193	153	485	240	88	341	25	15

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB2.SFW

273

Table AB2

Percentage of Children Age 6-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

DEAF-BLINDNESS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	PERCENTAGE							
ALABAMA	.	.	33.33	6.67	.	60.00	.	.
ALASKA	100.00	.	.	.	.	.	.	.
ARIZONA	.	.	.	.	.	.	.	.
ARKANSAS	.	.	.	100.00	.	.	.	.
CALIFORNIA	10.94	9.38	56.25	8.59	5.47	9.38	.	.
COLORADO	15.38	4.62	36.92	35.38	.	7.69	.	.
CONNECTICUT	21.74	13.04	34.78	8.70	13.04	.	4.35	4.35
DELAWARE	.	12.12	.	75.76	.	12.12	.	.
DISTRICT OF COLUMBIA	.	.	.	100.00	.	.	.	.
FLORIDA	.	.	30.77	61.54	7.69	.	.	.
GEORGIA	3.57	3.57	10.71	.	.	78.57	.	3.57
HAWAII	.	.	75.00	25.00	.	.	.	.
IDAHO	62.50	12.50	25.00	.	.	.	.	.
ILLINOIS	5.56	11.11	22.22	5.56	.	55.56	.	.
INDIANA	5.56	1.39	72.22	8.33	.	9.72	.	2.78
IOWA	.	.	85.29	.	.	14.71	.	.
KANSAS	10.00	10.00	70.00	.	.	10.00	.	.
KENTUCKY	33.33	25.00	25.00	8.33	.	8.33	.	.
LOUISIANA	.	7.69	46.15	.	.	46.15	.	.
MAINE	16.67	33.33	16.67	.	.	.	33.33	.
MARYLAND	8.70	.	4.35	21.74	.	63.04	.	2.17
MASSACHUSETTS	.	.	35.90	5.13	35.90	.	23.08	.
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	11.11	16.67	22.22	11.11	5.56	33.33	.	.
MISSISSIPPI	.	.	46.15	15.38	.	30.77	.	7.69
MISSOURI	14.29	7.14	44.64	19.64	5.36	8.93	.	.
MONTANA	35.71	14.29	42.86	7.14	.	.	.	.
NEBRASKA	25.00	25.00	25.00	.	.	25.00	.	.
NEVADA	.	50.00	50.00	.	.	.	.	.
NEW HAMPSHIRE	.	.	.	66.67	.	.	33.33	.
NEW JERSEY	1.63	0.81	8.13	8.94	37.40	40.65	2.44	.
NEW MEXICO	.	.	9.09	.	.	90.91	.	.
NEW YORK	53.13	6.25	26.04	1.04	3.13	7.29	2.08	1.04
NORTH CAROLINA	4.55	.	9.09	9.09	.	68.18	9.09	.
NORTH DAKOTA	1.92	5.77	3.85	.	.	88.46	.	.
OHIO	22.22	11.11	33.33	22.22	.	11.11	.	.
OKLAHOMA	5.56	8.33	61.11	16.67	.	.	5.56	2.78
OREGON	33.33	.	44.44	.	.	22.22	.	.
PENNSYLVANIA	25.00	75.00	.	.	.	.	.	.
PUERTO RICO	.	2.86	17.14	74.29	.	.	.	5.71
RHODE ISLAND	.	.	40.00	.	60.00	.	.	.
SOUTH CAROLINA	.	.	31.82	22.73	.	45.45	.	.
SOUTH DAKOTA	8.33	8.33	.	16.67	.	41.67	25.00	.
TENNESSEE	20.00	20.00	50.00	10.00	.	.	.	.
TEXAS	21.64	40.94	23.39	1.17	.	10.53	.	2.34
UTAH	1.75	1.75	28.07	43.86	.	22.81	.	1.75
VERMONT	100.00	.	.	.	.	.	.	.
VIRGINIA	25.00	25.00	.	.	25.00	25.00	.	.
WASHINGTON	17.65	17.65	47.06	.	5.88	11.76	.	.
WEST VIRGINIA	.	.	.	28.57	.	71.43	.	.
WISCONSIN	.	.	66.67	.	.	33.33	.	.
WYOMING	.	.	.	.	.	100.00	.	.
AMERICAN SAMOA	.	.	.	100.00	.	.	.	.
GUAM	33.33	.	33.33	.	33.33	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	87.50	12.50	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	14.81	.	.	81.48	3.70	.
U.S. AND OUTLYING AREAS	12.25	9.66	31.38	15.59	5.62	22.92	1.64	0.95
50 STATES, D.C., & P.R.	12.53	9.94	31.49	15.58	5.71	22.14	1.62	0.97

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB2.SFW

Table AB2

Number of Children Age 6-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

TRAUMATIC BRAIN INJURY

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	25	12	15	1	0	0	1	2
ALASKA	3	5	6	0	0	0	0	0
ARIZONA	0	10	4	0	1	0	0	1
ARKANSAS	4	9	10	0	0	0	4	3
CALIFORNIA	45	44	93	13	8	0	2	8
COLORADO	2	30	5	0	0	3	0	3
CONNECTICUT	8	7	4	2	5	0	0	1
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	26	49	26	0	0	0	0	0
HAWAII	0	0	0	0	0	0	0	0
IDAHO	12	4	12	0	0	0	0	0
ILLINOIS	1	19	37	20	1	2	0	1
INDIANA	31	15	48	6	0	0	1	0
IOWA	3	4	5	0	0	0	0	3
KANSAS	29	31	30	5	0	16	0	4
KENTUCKY	7	18	7	2	0	0	0	1
LOUISIANA	0	3	4	0	0	0	0	0
MAINE	19	14	6	0	1	0	0	2
MARYLAND	6	2	10	2	1	0	1	0
MASSACHUSETTS	43	27	93	22	45	0	15	22
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	24	11	10	2	0	0	0	1
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	20	32	18	20	0	0	0	2
MONTANA	16	15	6	0	0	0	1	1
NEBRASKA	0	0	0	0	0	0	0	0
NEVADA	5	6	6	0	0	0	1	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	0
NEW JERSEY	2	4	15	4	11	2	0	5
NEW MEXICO	9	8	12	0	0	1	0	0
NEW YORK	17	13	15	4	4	2	0	6
NORTH CAROLINA	8	6	6	2	0	0	1	1
NORTH DAKOTA	3	2	2	0	0	0	0	1
OHIO	0	19	4	0	0	0		0
OKLAHOMA	6	6	10	1	0	0	0	0
OREGON	18	20	3	0	0	0	0	0
PENNSYLVANIA	32	61	308	12	739	1	82	2
PUERTO RICO	1	5	3	0	0	0	0	4
RHODE ISLAND	2	2	6	0	2	0	1	1
SOUTH CAROLINA	2	9	7	0	0	0	0	2
SOUTH DAKOTA	11	12	1	0	2	0	2	0
TENNESSEE	28	28	28	0	2	0	0	3
TEXAS	20	32	16	0	0	2	0	1
UTAH	0	0	1	0	0	0	0	0
VERMONT	7	0	2	0	0	0	0	0
VIRGINIA	14	12	14	0	1	0	2	3
WASHINGTON	0	0	0	0	0	0	0	0
WEST VIRGINIA	9	16	3	0	0	0	0	2
WISCONSIN	9	17	21	0	0	0	0	0
WYOMING	16	15	6	0	0	1	0	1
AMERICAN SAMOA	0	0	0	1	0	0	0	0
GUAM	1	1	1	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	2	2	4	0	0	0	1	0
U.S. AND OUTLYING AREAS	546	657	943	119	823	30	117	87
50 STATES, D.C., & P.R.	543	654	938	118	823	30	114	87

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994

SOURCE: AR_AB2 SFW

Table AB2

Percentage of Children Age 6-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

TRAUMATIC BRAIN INJURY

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	PERCENTAGE							
ALABAMA	44.64	21.43	26.79	1.79			1.79	3.57
ALASKA	21.43	35.71	42.86					
ARIZONA		62.50	25.00		6.25			6.25
ARKANSAS	13.33	30.00	33.33				13.33	10.00
CALIFORNIA	21.13	20.66	43.66	6.10	3.76		0.94	3.76
COLORADO	4.65	69.77	11.63			6.98		6.98
CONNECTICUT	29.63	25.93	14.81	7.41	18.52			3.70
DELAWARE								
DISTRICT OF COLUMBIA								
FLORIDA								
GEORGIA	25.74	48.51	25.74					
HAWAII								
IDAHO	42.86	14.29	42.86					
ILLINOIS	1.23	23.46	45.68	24.69	1.23	2.47		1.23
INDIANA	30.69	14.85	47.52	5.94			0.99	
IOWA	20.00	26.67	33.33					20.00
KANSAS	25.22	26.96	26.09	4.35		13.91		3.48
KENTUCKY	20.00	51.43	20.00	5.71				2.86
LOUISIANA		42.86	57.14					
MAINE	45.24	33.33	14.29		2.38			4.76
MARYLAND	27.27	9.09	45.45	9.09	4.55		4.55	
MASSACHUSETTS	16.10	10.11	34.83	8.24	16.85		5.62	8.24
MICHIGAN								
MINNESOTA	50.00	22.92	20.83	4.17				2.08
MISSISSIPPI								
MISSOURI	21.74	34.78	19.57	21.74				2.17
MONTANA	41.03	38.46	15.38				2.56	2.56
NEBRASKA								
NEVADA	27.78	33.33	33.33				5.56	
NEW HAMPSHIRE								
NEW JERSEY	4.65	9.30	34.88	9.30	25.58	4.65		11.63
NEW MEXICO	30.00	26.67	40.00			3.33		
NEW YORK	27.87	21.31	24.59	6.56	6.56	3.28		9.84
NORTH CAROLINA	33.33	25.00	25.00	8.33			4.17	4.17
NORTH DAKOTA	37.50	25.00	25.00					12.50
OHIO		82.61	17.39					
OKLAHOMA	26.09	26.09	43.48	4.35				
OREGON	43.90	48.78	7.32					
PENNSYLVANIA	2.59	4.93	24.90	0.97	59.74	0.08	6.63	0.16
PUERTO RICO	7.69	38.46	23.08					30.77
RHODE ISLAND	14.29	14.29	42.86		14.29		7.14	7.14
SOUTH CAROLINA	10.00	45.00	35.00					10.00
SOUTH DAKOTA	39.29	42.86	3.57		7.14		7.14	
TENNESSEE	31.46	31.46	31.46		2.25			3.37
TEXAS	28.17	45.07	22.54			2.82		1.41
UTAH			100.00					
VERMONT	77.78		22.22					
VIRGINIA	30.43	26.09	30.43		2.17		4.35	6.52
WASHINGTON								
WEST VIRGINIA	30.00	53.33	10.00					6.67
WISCONSIN	19.15	36.17	44.68					
WYOMING	41.03	38.46	15.38			2.56		2.56
AMERICAN SAMOA				100.00				
GUAM	33.33	33.33	33.33					
NORTHERN MARIANAS								
PALAU								
VIRGIN ISLANDS								
BUR. OF INDIAN AFFAIRS	18.18	18.18	36.36				27.27	
U.S. AND OUTLYING AREAS	16.44	19.78	28.39	3.58	24.77	0.90	3.52	2.62
50 STATES, D.C., & P.R.	16.42	19.78	28.36	3.57	24.89	0.91	3.45	2.63

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994

SOURCE: AR_AB2.SFW

Table AB3

Number of Children Age 3-5 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

ALL DISABILITIES

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	6,376	138	857	332	34	31	13	80
ALASKA	82	80	8	0	0	0	0	0
ARIZONA	839	2,991	1,834	18	259	0	9	16
ARKANSAS	3,264	476	693	31	725	13	8	530
CALIFORNIA	23,707	3,240	17,407	1,431	222	61	7	746
COLORADO	2,052	1,005	1,864	298	93	10	12	29
CONNECTICUT	2,111	583	3,026	201	122	0	1	27
DELAWARE	799	3	812	173	4	0	0	15
DISTRICT OF COLUMBIA	151	42	162	43	19	0	0	33
FLORIDA	20,235	8,359	14,409	1,367	669	40	0	195
GEORGIA	5,177	2,616	1,883	284	76	3	9	233
HAWAII	206	89	630	7	8	0	0	2
IDAHO	1,211	448	785	265	42	4	2	23
ILLINOIS	10,437	789	9,700	1,971	236	116	0	141
INDIANA	5,960	85	2,008	623	142	54	19	67
IOWA	2,714	144	2,323	148	0	20	22	92
KANSAS	1,864	1,915	232	347	181	11	0	234
KENTUCKY	10,794	1,122	325	215	147	2	0	110
LOUISIANA	3,346	298	3,968	370	66	13	3	15
MAINE	1,660	75	177	91	401	0	6	287
MARYLAND	4,180	2,484	437	285	250	21	0	120
MASSACHUSETTS	11,305	296	1,219	33	225	0	4	33
MICHIGAN	7,530	532	6,424	1,475		10	4	41
MINNESOTA	2,992	1,480	3,279	1,582	40	14	78	175
MISSISSIPPI	2,340	834	1,246	137	23	15	0	51
MISSOURI	1,312	368	2,600	462	288	8	0	72
MONTANA	1,149	338	353	16	0	1	1	3
NEBRASKA	1,807	129	568	128	20	3	0	254
NEVADA	656	159	1,097	356	10	0	0	32
NEW HAMPSHIRE	798	131	602	98	26	0	10	61
NEW JERSEY	6,661	174	6,414	1,047	869	94	0	34
NEW MEXICO	919	99	2,016	6	11	11	0	61
NEW YORK	6,028	975	5,626	3,868	5,743	50	16	312
NORTH CAROLINA	9,246	663	1,675	650	364	30	36	96
NORTH DAKOTA	522	86	353	137	12	9	1	34
OHIO	6,946	290	4,163	924	706	0		25
OKLAHOMA	3,680	198	1,291	283	6	27	13	38
OREGON	1,668	133	790	156	148	0	0	196
PENNSYLVANIA	7,586	1,751	8,436	150	406	32	14	2
PUERTO RICO	2,723	219	2,367	33	15	7	4	124
RHODE ISLAND	899	243	679	18	100	0	1	3
SOUTH CAROLINA	5,967	943	1,373	194	40	13	0	226
SOUTH DAKOTA	1,167	328	661	68	7	1	10	36
TENNESSEE	6,566	748	1,475	231	94	10	0	64
TEXAS	6,798	12,438	6,768	298	17	724	3	424
UTAH	824	77	264	37	0	0	0	554
VERMONT	496	4	227	65	86	0	3	135
VIRGINIA	4,894	672	4,098	482	58	12	1	982
WASHINGTON	3,922	1,532	4,986	401	187	27	1	102
WEST VIRGINIA	304	2,270	916	76	22	14	0	112
WISCONSIN	4,579	1,393	5,920	270	3	28	2	13
WYOMING	370	83	21	0	0	2	0	0
AMERICAN SAMOA	34	0	0	0	0	0	0	0
GUAM	109	15	34	18	0	0	0	0
NORTHERN MARIANAS	46	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	10	10	85	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	220,018	56,599	141,566	22,199	13,222	1,541	314	7,270
50 STATES, D.C., & P.R.	219,819	56,574	141,447	22,181	13,222	1,541	313	7,270

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994

SOURCE: AR_AB3.SFW

Table AB3

Percentage of Children Age 3-5 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

ALL DISABILITIES

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	PERCENTAGE							
ALABAMA	81.11	1.76	10.90	4.22	0.43	0.39	0.17	1.02
ALASKA	48.24	47.06	4.71					
ARIZONA	14.06	50.13	30.74	0.30	4.34		0.15	0.27
ARKANSAS	56.86	8.29	12.07	0.54	12.63	0.23	0.14	9.23
CALIFORNIA	50.63	6.92	37.18	3.06	0.47	0.13	0.01	1.59
COLORADO	38.26	18.74	34.76	5.56	1.73	0.19	0.22	0.54
CONNECTICUT	34.77	9.60	49.84	3.31	2.01		0.02	0.44
DELAWARE	44.24	0.17	44.96	9.58	0.22			0.83
DISTRICT OF COLUMBIA	33.56	9.33	36.00	9.56	4.22			7.33
FLORIDA	44.69	18.46	31.83	3.02	1.48	0.09		0.43
GEORGIA	50.36	25.44	18.32	2.76	0.74	0.03	0.09	2.27
HAWAII	21.87	9.45	66.88	0.74	0.85			0.21
IDAHO	43.56	16.12	28.24	9.53	1.51	0.14	0.07	0.83
ILLINOIS	44.62	3.37	41.47	8.43	1.01	0.50		0.60
INDIANA	66.53	0.95	22.42	6.95	1.59	0.60	0.21	0.75
IOWA	49.68	2.64	42.52	2.71		0.37	0.40	1.68
KANSAS	38.96	40.03	4.85	7.25	3.78	0.23		4.89
KENTUCKY	84.89	8.82	2.56	1.69	1.16	0.02		0.87
LOUISIANA	41.42	3.69	49.11	4.58	0.82	0.16	0.04	0.19
MAINE	62.01	2.80	6.61	3.40	14.98		0.22	9.97
MARYLAND	53.75	31.94	5.62	3.66	3.21	0.27		1.54
MASSACHUSETTS	86.20	2.26	9.29	0.25	1.72		0.03	0.25
MICHIGAN	47.02	3.32	40.11	9.21		0.06	0.02	0.26
MINNESOTA	31.04	15.35	34.01	16.41	0.41	0.15	0.81	1.82
MISSISSIPPI	50.37	17.95	26.82	2.95	0.50	0.32		1.10
MISSOURI	25.68	7.20	50.88	9.04	5.64	0.16		1.41
MONTANA	61.74	18.16	18.97	0.86		0.05	0.05	0.16
NEBRASKA	62.12	4.43	19.53	4.40	0.69	0.10		8.73
NEVADA	28.40	6.88	47.49	15.41	0.43			1.39
NEW HAMPSHIRE	46.23	7.59	34.88	5.68	1.51		0.58	3.53
NEW JERSEY	43.56	1.14	41.94	6.85	5.68	0.61		0.22
NEW MEXICO	29.43	3.17	64.55	0.19	0.35	0.35		1.95
NEW YORK	26.65	4.31	24.87	17.10	25.39	0.22	0.07	1.38
NORTH CAROLINA	72.43	5.24	13.12	5.09	2.85	0.23	0.28	0.75
NORTH DAKOTA	45.23	7.45	30.59	11.87	1.04	0.78	0.09	2.95
OHIO	53.21	2.22	31.89	7.08	5.41			0.19
OKLAHOMA	66.47	3.58	23.32	5.11	0.11	0.49	0.23	0.69
OREGON	53.96	4.30	25.56	5.05	4.79			6.34
PENNSYLVANIA	41.28	9.53	45.91	0.82	2.21	0.17	0.08	0.01
PUERTO RICO	49.58	3.99	43.10	0.60	0.27	0.13	0.07	2.26
RHODE ISLAND	46.27	12.51	34.95	0.93	5.15		0.05	0.15
SOUTH CAROLINA	68.15	10.77	15.68	2.22	0.46	0.15		2.58
SOUTH DAKOTA	51.23	14.40	29.02	2.99	0.31	0.04	0.44	1.58
TENNESSEE	71.46	8.14	16.05	2.51	1.02	0.11		0.70
TEXAS	24.75	45.28	24.64	1.08	0.06	2.64	0.01	1.54
UTAH	46.92	4.38	15.03	2.11				31.55
VERMONT	48.82	0.39	22.34	6.40	8.46		0.30	13.29
VIRGINIA	43.70	6.00	36.59	4.30	0.52	0.11	0.01	8.77
WASHINGTON	35.15	13.73	44.69	3.59	1.68	0.24	0.01	0.91
WEST VIRGINIA	8.19	61.12	24.66	2.05	0.59	0.38		3.02
WISCONSIN	37.51	11.41	48.49	2.21	0.02	0.23	0.02	0.11
WYOMING	77.73	17.44	4.41			0.42		
AMERICAN SAMOA	100.00							
GUAM	61.93	8.52	19.32	10.23				
NORTHERN MARIANAS	100.00							
PALAU								
VIRGIN ISLANDS	9.52	9.52	80.95					
BUR. OF INDIAN AFFAIRS								
U.S. AND OUTLYING AREAS	47.55	12.23	30.59	4.80	2.86	0.33	0.07	1.57
50 STATES, D.C., & P.R.	47.54	12.24	30.59	4.80	2.86	0.33	0.07	1.57

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994

SOURCE: AR_AB3.SFW

Table AB4

Number of Children Age 6-11 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

ALL DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	27,007	7,978	7,598	309	69	123	47	39
ALASKA	4,623	2,383	511	2	31	5	5	4
ARIZONA	1,820	23,697	5,210	417	344	41	81	33
ARKANSAS	10,720	7,229	2,523	61	168	109	65	24
CALIFORNIA	159,902	40,749	52,786	1,568	1,450	264	257	449
COLORADO	8,079	17,561	3,343	127	12	57	174	67
CONNECTICUT	18,131	5,024	5,787	333	450	1	93	63
DELAWARE	2,966	2,066	1,370	379	0	21	0	24
DISTRICT OF COLUMBIA	325	427	1,443	418	203	1	24	8
FLORIDA	35,368	16,257	19,570	3,476	330	587	0	105
GEORGIA	30,031	15,257	12,835	229	12	162	12	87
HAWAII	3,317	1,704	1,353	7	6	0	0	23
IDAHO	8,965	1,926	658	52	8	0	1	16
ILLINOIS	47,634	33,727	29,723	1,943	1,642	159	102	186
INDIANA	44,042	4,309	12,526	357	2	130	58	30
IOWA	8,625	14,945	3,319	183	0	96	42	44
KANSAS	15,418	4,718	3,322	219	49	177	9	25
KENTUCKY	21,121	11,549	3,408	165	33	167	3	102
LOUISIANA	16,736	5,415	12,302	519	59	224	17	87
MAINE	7,614	4,346	1,264	48	48	4	41	38
MARYLAND	24,423	7,110	10,482	1,769	516	140	58	81
MASSACHUSETTS	45,242	8,947	11,424	387	989	0	102	242
MICHIGAN	46,431	16,299	14,452	1,907	.	104	21	63
MINNESOTA	22,762	11,830	2,183	543	99	148	17	31
MISSISSIPPI	13,216	9,485	6,235	131	16	106	9	80
MISSOURI	26,626	21,050	10,106	1,733	290	65	126	66
MONTANA	6,114	2,396	560	12	0	17	6	31
NEBRASKA	12,549	3,281	1,954	157	14	43	5	81
NEVADA	4,953	4,554	1,477	348	1	0	2	37
NEW HAMPSHIRE	4,991	2,368	1,622	254	78	2	49	11
NEW JERSEY	45,235	17,411	22,461	2,373	3,107	86	14	103
NEW MEXICO	9,349	4,211	5,253	26	2	73	7	15
NEW YORK	36,273	29,364	45,276	8,278	2,457	251	205	298
NORTH CAROLINA	45,626	11,291	8,797	591	136	272	108	121
NORTH DAKOTA	4,904	580	409	68	4	24	9	25
OHIO	48,047	27,568	16,110	2,816	10,598	67		673
OKLAHOMA	20,477	8,383	4,996	175	26	113	16	58
OREGON	21,302	5,221	2,043	112	223	49	38	87
PENNSYLVANIA	45,771	17,865	26,956	1,491	884	169	133	67
PUERTO RICO	750	6,308	3,150	98	55	6	5	295
RHODE ISLAND	5,960	1,360	2,503	50	152	0	48	22
SOUTH CAROLINA	18,438	13,065	8,117	373	13	125	5	13
SOUTH DAKOTA	5,639	1,307	442	52	26	27	89	6
TENNESSEE	33,112	11,846	7,608	307	155	82	1	205
TEXAS	45,186	82,460	44,179	1,834	108	2,290	18	2,688
UTAH	13,217	8,548	4,600	376	0	193	0	37
VERMONT	4,322	85	50	10	23	0	36	28
VIRGINIA	27,580	15,998	14,888	360	343	124	55	84
WASHINGTON	26,815	11,546	6,643	76	94	78	4	103
WEST VIRGINIA	876	15,485	3,368	67	47	44	1	17
WISCONSIN	18,910	14,784	7,729	228	14	116	0	48
WYOMING	4,144	2,522	465	18	28	16	10	1
AMERICAN SAMOA	152	0	6	22	0	0	0	0
GUAM	284	395	61	1	1	0	0	0
NORTHERN MARIANAS	134	12	4	0	4	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	158	34	150	1	0	0	1	3
BUR. OF INDIAN AFFAIRS	2,015	1,240	155	0	0	1	40	0
U.S. AND OUTLYING AREAS	1,164,427	617,476	477,765	37,856	25,419	7,159	2,269	7,194
50 STATES, D.C., & P.R.	1,161,684	615,795	477,389	37,832	25,414	7,158	2,228	7,191

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

SOURCE: AF_AB4.SFW

Table AB4

Percentage of Children Age 6-11 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

ALL DISABILITIES

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	PERCENTAGE							
ALABAMA	62.56	18.48	17.60	0.72	0.16	0.28	0.11	0.09
ALASKA	61.12	31.50	6.76	0.03	0.41	0.07	0.07	0.05
ARIZONA	5.75	74.89	16.46	1.32	1.09	0.13	0.26	0.10
ARKANSAS	51.29	34.59	12.07	0.29	0.80	0.52	0.31	0.11
CALIFORNIA	62.12	15.83	20.51	0.61	0.56	0.10	0.10	0.17
COLORADO	27.46	59.69	11.36	0.43	0.04	0.19	0.59	0.23
CONNECTICUT	60.68	16.81	19.37	1.11	1.51	0.00	0.31	0.21
DELAWARE	43.45	30.27	20.07	5.55	.	0.31	.	0.35
DISTRICT OF COLUMBIA	11.41	14.99	50.65	14.67	7.13	0.04	0.84	0.28
FLORIDA	46.73	21.48	25.85	4.59	0.44	0.78	.	0.14
GEORGIA	51.23	26.02	21.89	0.39	0.02	0.28	0.02	0.15
HAWAII	51.75	26.58	21.11	0.11	0.09	.	.	0.36
IDAHO	77.11	16.57	5.66	0.45	0.07	.	0.01	0.14
ILLINOIS	41.38	29.30	25.82	1.69	1.43	0.14	0.09	0.16
INDIANA	71.67	7.01	20.38	0.58	0.00	0.21	0.09	0.05
IOWA	31.65	54.84	12.18	0.67	.	0.35	0.15	0.16
KANSAS	64.41	19.71	13.88	0.91	0.20	0.74	0.04	0.10
KENTUCKY	57.79	31.60	9.32	0.45	0.09	0.46	0.01	0.28
LOUISIANA	47.33	15.31	34.79	1.47	0.17	0.63	0.05	0.25
MAINE	56.81	32.43	9.43	0.36	0.36	0.03	0.31	0.28
MARYLAND	54.79	15.95	23.51	3.97	1.16	0.31	0.13	0.18
MASSACHUSETTS	67.19	13.29	16.97	0.57	1.47	.	0.15	0.36
MICHIGAN	58.57	20.56	18.23	2.41	.	0.13	0.03	0.08
MINNESOTA	60.52	31.45	5.80	1.44	0.26	0.39	0.05	0.08
MISSISSIPPI	45.14	32.40	21.30	0.45	0.05	0.36	0.03	0.27
MISSOURI	44.33	35.05	16.83	2.89	0.48	0.11	0.21	0.11
MONTANA	66.92	26.23	6.13	0.13	.	0.19	0.07	0.34
NEBRASKA	69.39	18.14	10.81	0.87	0.08	0.24	0.03	0.45
NEVADA	43.55	40.05	12.99	3.06	0.01	.	0.02	0.33
NEW HAMPSHIRE	53.24	25.26	17.30	2.71	0.83	0.02	0.52	0.12
NEW JERSEY	49.82	19.18	24.74	2.61	3.42	0.09	0.02	0.11
NEW MEXICO	49.37	22.24	27.74	0.14	0.01	0.39	0.04	0.08
NEW YORK	29.63	23.99	36.99	6.76	2.01	0.21	0.17	0.24
NORTH CAROLINA	68.16	16.87	13.14	0.88	0.20	0.41	0.16	0.18
NORTH DAKOTA	81.42	9.63	6.79	1.13	0.07	0.40	0.15	0.42
OHIO	45.38	26.04	15.22	2.66	10.01	0.06	.	0.64
OKLAHOMA	59.80	24.48	14.59	0.51	0.08	0.33	0.05	0.17
OREGON	73.27	17.96	7.03	0.39	0.77	0.17	0.13	0.30
PENNSYLVANIA	49.04	19.14	28.88	1.60	0.95	0.18	0.14	0.07
PUERTO RICO	7.03	59.14	29.53	0.92	0.52	0.06	0.05	2.77
RHODE ISLAND	59.04	13.47	24.79	0.50	1.51	.	0.48	0.22
SOUTH CAROLINA	45.90	32.53	20.21	0.93	0.03	0.31	0.01	0.08
SOUTH DAKOTA	74.31	17.22	5.82	0.69	0.34	0.36	1.17	0.08
TENNESSEE	62.11	22.22	14.27	0.58	0.29	0.15	0.00	0.38
TEXAS	25.28	46.13	24.71	1.03	0.06	1.28	0.01	1.50
UTAH	49.00	31.69	17.06	1.39	.	0.72	.	0.14
VERMONT	94.91	1.87	1.10	0.22	0.51	.	0.79	0.61
VIRGINIA	46.41	26.92	25.05	0.61	0.58	0.21	0.09	0.14
WASHINGTON	59.12	25.45	14.65	0.17	0.21	0.17	0.01	0.23
WEST VIRGINIA	4.40	77.79	16.92	0.34	0.24	0.22	0.01	0.09
WISCONSIN	45.21	35.34	18.48	0.55	0.03	0.28	.	0.11
WYOMING	57.52	35.01	6.45	0.25	0.39	0.22	0.14	0.01
AMERICAN SAMOA	84.44	.	3.33	12.22	.	.		
GUAM	38.27	53.23	8.22	0.13	0.13	.	.	
NORTHERN MARIANAS	87.01	7.79	2.60	.	2.60	.	.	
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	45.53	9.80	43.23	0.29	.	.	0.29	0.86
BUR. OF INDIAN AFFAIRS	58.39	35.93	4.49	.	.	0.03	1.16	
U.S. AND OUTLYING AREAS	49.77	26.39	20.42	1.62	1.09	0.31	0.10	0.31
50 STATES, D.C., & P.R.	49.76	26.38	20.45	1.62	1.09	0.31	0.10	0.31

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994

SOURCE: AR_AB4.SFW

230

Table AB4

Number of Children Age 6-11 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

SPECIFIC LEARNING DISABILITIES

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	NUMBER							
ALABAMA	8,091	5,074	749	12	2	3	1	0
ALASKA	2,520	1,664	102	1	4	0	3	2
ARIZONA	1,111	12,435	2,112	3	41	0	0	4
ARKANSAS	4,065	5,043	507	5	2	0	4	3
CALIFORNIA	70,909	35,183	27,061	81	246	0	26	66
COLORADO	2,275	12,280	508	0	1	0	17	1
CONNECTICUT	8,561	3,495	2,445	48	79	0	8	5
DELAWARE	1,379	1,795	858	30	0	4	0	0
DISTRICT OF COLUMBIA	96	374	892	69	139	0	0	0
FLORIDA	9,310	13,095	7,532	77	22	4	0	3
GEORGIA	7,964	5,642	2,096	1	1	0	0	4
HAWAII	1,248	1,232	295	0	0	0	0	3
IDAHO	4,990	1,257	111	8	0	0	1	4
ILLINOIS	2,075	29,986	14,906	136	43	3	1	3
INDIANA	9,644	3,747	3,603	1	0	1	1	3
IOWA	183	10,222	391	4	0	0	1	3
KANSAS	4,303	3,325	634	11	0	2	0	0
KENTUCKY	2,135	5,588	512	3	2	4	0	15
LOUISIANA	1,834	4,145	4,632	107	9	13	1	7
MAINE	2,376	2,558	227	1	1	0	1	0
MARYLAND	7,770	5,145	4,681	195	31	0	2	3
MASSACHUSETTS	31,023	6,404	4,288	64	134	0	10	13
MICHIGAN	12,528	12,253	5,414	38	.	0	1	3
MINNESOTA	8,634	5,681	250	32	9	3	1	4
MISSISSIPPI	1,026	5,669	3,115	3	0	0	0	6
MISSOURI	6,302	16,398	3,346	8	10	0	0	10
MONTANA	2,399	1,945	100	3	0	4	1	5
NEBRASKA	4,342	1,918	374	12	0	0	1	8
NEVADA	1,305	4,037	680	78	0	0	0	2
NEW HAMPSHIRE	2,516	1,319	723	5	6	1	6	2
NEW JERSEY	3,655	16,080	15,974	371	557	16	0	21
NEW MEXICO	3,615	2,439	1,807	0	0	0	0	0
NEW YORK	18,085	22,795	23,113	561	272	3	28	40
NORTH CAROLINA	18,151	6,990	1,694	7	2	4	0	35
NORTH DAKOTA	1,975	256	28	15	1	0	0	5
OHIO	8,953	15,297	4,515	39	1,089	0	.	8
OKLAHOMA	6,473	6,423	720	4	4	0	3	9
OREGON	9,300	3,785	164	4	19	0	5	8
PENNSYLVANIA	5,454	13,598	12,384	188	0	3	0	0
PUERTO RICO	250	3,013	362	6	4	0	0	4
RHODE ISLAND	2,854	1,048	1,548	0	6	0	16	1
SOUTH CAROLINA	1,973	9,538	2,644	19	0	1	0	3
SOUTH DAKOTA	2,017	837	48	4	1	0	0	0
TENNESSEE	11,507	8,650	2,399	49	11	0	1	7
TEXAS	27,172	49,517	26,313	1,056	64	585	11	1,575
UTAH	5,766	6,166	1,729	1	0	0	0	1
VERMONT	1,931	25	10	2	4	0	1	5
VIRGINIA	6,714	11,194	6,422	10	72	4	6	8
WASHINGTON	9,999	7,115	1,524	13	14	8	1	17
WEST VIRGINIA	471	4,561	954	0	0	0	0	2
WISCONSIN	2,358	6,801	579	5	0	0	0	0
WYOMING	1,352	1,594	137	1	6	0	3	0
AMERICAN SAMOA	77	0	0	0	0	0	0	0
GUAM	90	312	28	0	0	0	0	0
NORTHERN MARIANAS	52	0	2	0	4	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	81	29	27	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	620	976	54	0	0	0	0	0
U.S. AND OUTLYING AREAS	373,859	417,948	198,323	3,391	2,912	666	162	1,931
50 STATES, D.C., & P.R.	372,939	416,631	198,212	3,391	2,908	666	162	1,931

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB4.SFW

281

Table AB4

Percentage of Children Age 6-11 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

SPECIFIC LEARNING DISABILITIES

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	PERCENTAGE							
ALABAMA	58.07	36.42	5.38	0.09	0.01	0.02	0.01	
ALASKA	58.66	38.73	2.37	0.02	0.09		0.07	0.05
ARIZONA	7.07	79.17	13.45	0.02	0.26			0.03
ARKANSAS	42.22	52.37	5.27	0.05	0.02		0.04	0.03
CALIFORNIA	53.09	26.34	20.26	0.06	0.18		0.02	0.05
COLORADO	15.08	81.42	3.37		0.01		0.11	0.01
CONNECTICUT	58.47	23.87	16.70	0.33	0.54		0.05	0.03
DELAWARE	33.92	44.15	21.10	0.74		0.10		
DISTRICT OF COLUMBIA	6.11	23.82	56.82	4.39	8.85			
FLORIDA	30.99	43.59	25.07	0.26	0.07	0.01		0.01
GEORGIA	50.70	35.92	13.34	0.01	0.01			0.03
HAWAII	44.92	44.35	10.62					0.11
IDAHO	78.32	19.73	1.74	0.13			0.02	0.06
ILLINOIS	4.40	63.59	31.61	0.29	0.09	0.01	0.00	0.01
INDIANA	56.73	22.04	21.19	0.01		0.01	0.01	0.02
IOWA	1.69	94.61	3.62	0.04			0.01	0.03
KANSAS	52.00	40.18	7.66	0.13		0.02		
KENTUCKY	25.85	67.66	6.20	0.04	0.02	0.05		0.18
LOUISIANA	17.06	38.57	43.10	1.00	0.08	0.12	0.01	0.07
MAINE	46.01	49.54	4.40	0.02	0.02		0.02	
MARYLAND	43.59	28.86	26.26	1.09	0.17		0.01	0.02
MASSACHUSETTS	73.98	15.27	10.23	0.15	0.32		0.02	0.03
MICHIGAN	41.43	40.52	17.91	0.13			0.00	0.01
MINNESOTA	59.08	38.87	1.71	0.22	0.06	0.02	0.01	0.03
MISSISSIPPI	10.45	57.74	31.72	0.03				0.06
MISSOURI	24.17	62.89	12.83	0.03	0.04			0.04
MONTANA	53.83	43.64	2.24	0.07		0.09	0.02	0.11
NEBRASKA	65.24	28.82	5.62	0.18			0.02	0.12
NEVADA	21.39	66.16	11.14	1.28				0.03
NEW HAMPSHIRE	54.96	28.81	15.79	0.11	0.13	0.02	0.13	0.04
NEW JERSEY	9.97	43.85	43.56	1.01	1.52	0.04		0.06
NEW MEXICO	45.99	31.03	22.99					
NEW YORK	27.87	35.12	35.61	0.86	0.42	0.00	0.04	0.06
NORTH CAROLINA	67.52	26.00	6.30	0.03	0.01	0.01		0.13
NORTH DAKOTA	86.62	11.23	1.23	0.66	0.04			0.22
OHIO	29.94	51.16	15.10	0.13	3.64			0.03
OKLAHOMA	47.47	47.10	5.28	0.03	0.03		0.02	0.07
OREGON	70.00	28.49	1.23	0.03	0.14		0.04	0.06
PENNSYLVANIA	17.24	42.99	39.16	0.59		0.01		
PUERTO RICO	6.87	82.80	9.95	0.16	0.11			0.11
RHODE ISLAND	52.15	19.15	28.28		0.11		0.29	0.02
SOUTH CAROLINA	13.92	67.27	18.65	0.13		0.01		0.02
SOUTH DAKOTA	69.38	28.79	1.65	0.14	0.03			
TENNESSEE	50.86	38.23	10.60	0.22	0.05		0.00	0.03
TEXAS	25.56	46.59	24.76	0.99	0.06	0.55	0.01	1.48
UTAH	42.20	45.13	12.65	0.01				0.01
VERMONT	97.62	1.26	0.51	0.10	0.20		0.05	0.25
VIRGINIA	27.48	45.82	26.29	0.04	0.29	0.02	0.02	0.03
WASHINGTON	53.50	38.07	8.15	0.07	0.07	0.04	0.01	0.09
WEST VIRGINIA	7.87	76.17	15.93					0.03
WISCONSIN	24.20	69.80	5.94	0.05				
WYOMING	43.71	51.54	4.43	0.03	0.19		0.10	
AMERICAN SAMOA	100.00							
GUAM	20.93	72.56	6.51					
NORTHERN MARIANAS	89.66		3.45		6.90			
PALAU								
VIRGIN ISLANDS	59.12	21.17	19.71					
BUR. OF INDIAN AFFAIRS	37.58	59.15	3.27					
U.S. AND OUTLYING AREAS	37.42	41.83	19.85	0.34	0.29	0.07	0.02	0.19
50 STATES, D.C., & P.R.	37.41	41.80	19.88	0.34	0.29	0.07	0.02	0.19

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB4.SFW

Table AB4

Number of Children Age 6-11 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	NUMBER							
ALABAMA	16,292	321	131	3	0	0	0	2
ALASKA	1,918	427	54	1	12	1	0	0
ARIZONA	322	9,873	176	4	101	0	0	0
ARKANSAS	5,977	200	56	1	2	0	0	0
CALIFORNIA	81,242	2,374	5,223	39	44	0	3	16
COLORADO	4,264	2,406	284	1	0	0	7	0
CONNECTICUT	7,614	633	546	6	24	0	0	2
DELAWARE	1,384	1	14	1	0	0	0	0
DISTRICT OF COLUMBIA	222	34	171	0	1	0	0	0
FLORIDA	23,896	594	1,042	2	17	0	0	3
GEORGIA	16,761	4,125	313	3	5	0	1	15
HAWAII	1,762	87	48	0	0	0	0	1
IDAHO	3,201	72	7	1	0	0	0	2
ILLINOIS	44,456	978	1,360	64	3	0	0	4
INDIANA	32,538	0	0	0	0	0	0	0
IOWA	7,791	120	44	0	0	0	0	0
KANSAS	9,682	137	78	14	1	0	0	3
KENTUCKY	17,093	1,767	20	0	16	0	0	1
LOUISIANA	14,020	182	888	10	2	4	0	4
MAINE	4,250	672	155	0	2	0	0	2
MARYLAND	15,229	1,312	1,930	147	18	0	0	17
MASSACHUSETTS	10,505	596	890	7	26	0	4	11
MICHIGAN	29,105	563	462	53		7	15	3
MINNESOTA	9,558	1,940	67	13	1	0	0	0
MISSISSIPPI	12,056	3,105	895	21	16	0	0	14
MISSOURI	19,086	2,150	1,000	130	18	2	0	0
MONTANA	3,274	104	27	2	0	0	0	13
NEBRASKA	6,680	193	138	39	1	10	0	18
NEVADA	3,508	38	139	52	0	0	0	0
NEW HAMPSHIRE	1,812	740	470	24	11	0	2	3
NEW JERSEY	41,222	369	1,581	31	183	0	0	2
NEW MEXICO	4,907	1,201	1,575	0	0	0	0	0
NEW YORK	13,467	3,156	7,892	372	219	3	14	2
NORTH CAROLINA	22,968	59	163	4	28	0	0	1
NORTH DAKOTA	2,583	175	99	37	0	0	2	14
OHIO	37,727	0	0	0	9,437	0		0
OKLAHOMA	13,098	322	91	21	7	1	0	2
OREGON	10,196	642	276	1	27	0	3	15
PENNSYLVANIA	38,325	1,797	689	7	0	6	0	0
PUERTO RICO	222	877	163	1	1	0	0	6
RHODE ISLAND	2,858	154	204	0	7	0	0	0
SOUTH CAROLINA	15,712	911	367	0	10	1	0	0
SOUTH DAKOTA	3,205	78	27	0	1	0	0	3
TENNESSEE	19,687	1,308	619	19	1	0	0	3
TEXAS	8,147	14,849	7,888	315	19	166	3	472
UTAH	5,526	850	369	3	0	0	0	1
VERMONT	1,411	37	15	5	7	0	2	13
VIRGINIA	19,044	3,167	237	10	174	1	4	16
WASHINGTON	12,226	392	653	1	3	4	0	5
WEST VIRGINIA	199	9,927	14	12	3	0	0	0
WISCONSIN	13,387	336	265	8	13	0	0	3
WYOMING	2,451	554	30	1	19	1	0	0
AMERICAN SAMOA	40	0	0	0	0	0	0	0
GUAM	160	27	2	0	0	0	0	0
NORTHERN MARIANAS	18	0	1	0	0	0	0	0
PALAU								
VIRGIN ISLANDS	77	2	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	1,264	0	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	695,625	76,934	39,848	1,486	10,480	207	60	692
50 STATES, D.C., & P.R.	694,066	76,905	39,845	1,486	10,480	207	60	692

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994

SOURCE: AR_AB4.SFW

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Table AB4

Percentage of Children Age 6-11 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	PERCENTAGE							
ALABAMA	97.27	1.92	0.78	0.02	.	.	.	0.01
ALASKA	79.49	17.70	2.24	0.04	0.50	0.04	.	.
ARIZONA	3.07	94.24	1.68	0.04	0.96	.	.	.
ARKANSAS	95.85	3.21	0.90	0.02	0.03	.	.	.
CALIFORNIA	91.34	2.67	5.87	0.04	0.05	.	0.00	0.02
COLORADO	61.25	34.56	4.08	0.01	.	.	0.10	.
CONNECTICUT	86.28	7.17	6.19	0.07	0.27	.	.	0.02
DELAWARE	98.86	0.07	1.00	0.07	.	.	.	.
DISTRICT OF COLUMBIA	51.87	7.94	39.95	.	0.23	.	.	.
FLORIDA	93.51	2.32	4.08	0.01	0.07	.	.	0.01
GEORGIA	78.98	19.44	1.47	0.01	0.02	.	0.00	0.07
HAWAII	92.83	4.58	2.53	.	.	.	.	0.05
IDAHO	97.50	2.19	0.21	0.03	.	.	.	0.06
ILLINOIS	94.86	2.09	2.90	0.14	0.01	.	.	0.01
INDIANA	100.00	.	.	.	.	.	.	.
IOWA	97.94	1.51	0.55	.	.	.	.	.
KANSAS	97.65	1.38	0.79	0.14	0.01	.	.	0.03
KENTUCKY	90.45	9.35	0.11	.	0.08	.	.	0.01
LOUISIANA	92.79	1.20	5.88	0.07	0.01	0.03	.	0.03
MAINE	83.64	13.23	3.05	.	0.04	.	.	0.04
MARYLAND	81.64	7.03	10.35	0.79	0.10	.	.	0.09
MASSACHUSETTS	87.26	4.95	7.39	0.06	0.22	.	0.03	0.09
MICHIGAN	96.35	1.86	1.53	0.18	.	0.02	0.05	0.01
MINNESOTA	82.55	16.75	0.58	0.11	0.01	.	.	.
MISSISSIPPI	74.85	19.28	5.56	0.13	0.10	.	.	0.09
MISSOURI	85.26	9.60	4.47	0.58	0.08	0.01	.	.
MONTANA	95.73	3.04	0.79	0.06	.	.	.	0.38
NEBRASKA	94.36	2.73	1.95	0.55	0.01	0.14	.	0.25
NEVADA	93.87	1.02	3.72	1.39	.	.	.	.
NEW HAMPSHIRE	59.18	24.17	15.35	0.78	0.36	.	0.07	0.10
NEW JERSEY	95.01	0.85	3.64	0.07	0.42	.	.	0.00
NEW MEXICO	63.87	15.63	20.50	.	.	.	.	.
NEW YORK	53.60	12.56	31.41	1.48	0.87	0.01	0.06	0.01
NORTH CAROLINA	98.90	0.25	0.70	0.02	0.12	.	.	0.00
NORTH DAKOTA	88.76	6.01	3.40	1.27	.	.	0.07	0.48
OHIO	79.99	.	.	.	20.01	.	.	.
OKLAHOMA	96.72	2.38	0.67	0.16	0.05	0.01	.	0.01
OREGON	91.36	5.75	2.47	0.01	0.24	.	0.03	0.13
PENNSYLVANIA	93.88	4.40	1.69	0.02	.	0.01	.	.
PUERTO RICO	17.48	69.06	12.83	0.08	0.08	.	.	0.47
RHODE ISLAND	88.68	4.78	6.33	.	0.22	.	.	.
SOUTH CAROLINA	92.42	5.36	2.16	.	0.06	0.01	.	.
SOUTH DAKOTA	96.71	2.35	0.81	.	0.03	.	.	0.09
TENNESSEE	90.99	6.05	2.86	0.09	0.00	.	.	0.01
TEXAS	25.57	46.61	24.76	0.99	0.06	0.52	0.01	1.48
UTAH	81.88	12.59	5.47	0.04	.	.	.	0.01
VERMONT	94.70	2.48	1.01	0.34	0.47	.	0.13	0.87
VIRGINIA	84.07	13.98	1.05	0.04	0.77	0.00	0.02	0.07
WASHINGTON	92.04	2.95	4.92	0.01	0.02	0.03	.	0.04
WEST VIRGINIA	1.96	97.75	0.14	0.12	0.03	.	.	.
WISCONSIN	95.54	2.40	1.89	0.06	0.09	.	.	0.02
WYOMING	80.20	18.13	0.98	0.03	0.62	0.03	.	.
AMERICAN SAMOA	100.00	.	.	.	.	.	.	.
GUAM	84.66	14.29	1.06	.	.	.	.	.
NORTHERN MARIANAS	94.74	.	5.26	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	97.47	2.53	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	100.00	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	84.28	9.32	4.83	0.18	1.27	0.03	0.01	0.08
50 STATES, D.C., & P.R.	84.26	9.34	4.84	0.18	1.27	0.03	0.01	0.08

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB4.SFW

284

Table AB4

Number of Children Age 6-11 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

MENTAL RETARDATION

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	NUMBER							
ALABAMA	753	1,996	5,321	146	12	0	3	7
ALASKA	20	66	109	0	4	0	0	0
ARIZONA	44	342	1,681	110	36	0	0	3
ARKANSAS	391	1,631	1,510	11	101	17	21	8
CALIFORNIA	410	844	9,241	481	60	0	8	174
COLORADO	58	393	534	0	3	0	0	1
CONNECTICUT	55	147	1,017	36	29	0	2	0
DELAWARE	70	165	318	190	0	0	0	2
DISTRICT OF COLUMBIA	0	7	216	136	44	1	1	0
FLORIDA	201	312	5,807	1,885	119	13	0	6
GEORGIA	877	1,895	6,902	63	2	35	8	45
HAWAII	63	190	516	0	0	0	0	1
IDAHO	393	452	337	25	1	0	0	1
ILLINOIS	86	269	7,316	743	702	13	45	7
INDIANA	543	384	6,604	148	1	2	16	6
IOWA	73	3,009	1,580	73	0	0	1	5
KANSAS	169	502	1,528	50	9	3	7	1
KENTUCKY	1,223	3,480	1,805	40	0	0	0	35
LOUISIANA	92	290	3,841	185	33	70	3	9
MAINE	55	189	260	5	9	0	1	0
MARYLAND	93	152	1,626	387	30	0	4	3
MASSACHUSETTS	1,421	1,195	3,242	31	94	0	13	10
MICHIGAN	637	1,365	4,561	754	.	0	0	3
MINNESOTA	927	1,944	1,082	189	6	8	3	11
MISSISSIPPI	56	381	1,642	40	0	31	4	3
MISSOURI	164	600	3,448	971	14	7	8	16
MONTANA	117	184	205	0	0	0	0	1
NEBRASKA	461	773	791	42	1	7	0	5
NEVADA	15	127	303	128	0	0	0	1
NEW HAMPSHIRE	56	49	171	18	3	0	4	0
NEW JERSEY	8	25	947	497	163	1	0	1
NEW MEXICO	83	132	519	0	0	0	0	2
NEW YORK	494	520	3,926	1,074	166	2	7	16
NORTH CAROLINA	1,451	2,849	4,200	340	78	7	42	18
NORTH DAKOTA	123	112	204	8	3	4	2	2
OHIO	330	9,733	7,489	174	22	0	.	8
OKLAHOMA	468	1,396	2,834	39	4	2	0	2
OREGON	371	362	757	13	7	1	1	13
PENNSYLVANIA	250	1,377	8,674	734	24	27	9	12
PUERTO RICO	89	1,779	1,945	44	1	2	4	71
RHODE ISLAND	7	14	337	0	46	0	5	0
SOUTH CAROLINA	166	1,503	3,677	228	0	25	2	11
SOUTH DAKOTA	109	235	206	6	0	0	1	2
TENNESSEE	351	1,129	2,879	53	47	29	0	9
TEXAS	2,934	5,369	2,920	129	7	309	1	183
UTAH	52	266	1,155	47	0	1	0	0
VERMONT	471	12	14	0	1	0	4	2
VIRGINIA	98	442	4,155	146	7	5	5	18
WASHINGTON	681	1,143	1,528	3	3	0	0	1
WEST VIRGINIA	32	580	1,950	27	35	0	0	13
WISCONSIN	49	284	771	56	0	0	0	1
WYOMING	17	134	133	3	1	9	1	0
AMERICAN SAMOA	23	0	0	13	0	0	0	0
GUAM	1	36	11	0	0	0	0	0
NORTHERN MARIANAS	10	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	3	80	0	0	0	0	1
BUR. OF INDIAN AFFAIRS	19	94	38	0	0	0	14	0
U.S. AND OUTLYING AREAS	18,210	52,862	124,863	10,521	1,928	631	250	750
50 STATES, D.C., & P.R.	18,157	52,729	124,734	10,508	1,928	631	236	749

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB4.SFW

Table AB4

Percentage of Children Age 6-11 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

MENTAL RETARDATION

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	9.14	24.23	64.59	1.77	0.15		0.04	0.08
ALASKA	10.05	33.17	54.77	.	2.01			
ARIZONA	1.99	15.43	75.86	4.96	1.62			0.14
ARKANSAS	10.60	44.20	40.92	0.30	2.74	0.46	0.57	0.22
CALIFORNIA	3.65	7.52	82.38	4.29	0.53		0.07	1.55
COLORADO	5.86	39.74	53.99		0.30			0.10
CONNECTICUT	4.28	11.43	79.08	2.80	2.26		0.16	
DELAWARE	9.40	22.15	42.68	25.50				0.27
DISTRICT OF COLUMBIA	.	1.73	53.33	33.58	10.86	0.25	0.25	
FLORIDA	2.41	3.74	69.60	22.59	1.43	0.16		0.07
GEORGIA	8.92	19.28	70.24	0.64	0.02	0.36	0.08	0.46
HAWAII	8.18	24.68	67.01					0.13
IDAHO	32.51	37.39	27.87	2.07	0.08			0.08
ILLINOIS	0.94	2.93	79.69	8.09	7.65	0.14	7.49	0.08
INDIANA	7.05	4.98	85.72	1.92	0.01	0.03	0.21	0.08
IOWA	1.54	63.47	33.33	1.54			0.02	0.11
KANSAS	7.45	22.12	67.34	2.20	0.40	0.13	0.31	0.04
KENTUCKY	18.58	52.86	27.42	0.61				0.53
LOUISIANA	2.03	6.41	84.92	4.09	0.73	1.55	0.07	0.20
MAINE	10.60	36.42	50.10	0.96	1.73		0.19	
MARYLAND	4.05	6.62	70.85	16.86	1.31		0.17	0.13
MASSACHUSETTS	23.66	19.90	53.98	0.52	1.57		0.22	0.17
MICHIGAN	8.70	18.65	62.31	10.30				0.04
MINNESOTA	22.23	46.62	25.95	4.53	0.14	0.19	0.07	0.26
MISSISSIPPI	2.60	17.66	76.12	1.85		1.44	0.19	0.14
MISSOURI	3.14	11.48	65.95	18.57	0.27	0.13	0.15	0.31
MONTANA	23.08	36.29	40.43					0.20
NEBRASKA	22.16	37.16	38.03	2.02	0.05	0.34		0.24
NEVADA	2.61	22.13	52.79	22.30				0.17
NEW HAMPSHIRE	18.60	16.28	56.81	5.98	1.00		1.33	
NEW JERSEY	0.49	1.52	57.67	30.27	9.93	0.06		0.06
NEW MEXICO	11.28	17.93	70.52					0.27
NEW YORK	7.96	8.38	63.27	17.31	2.68	0.03	0.11	0.26
NORTH CAROLINA	16.15	31.71	46.74	3.78	0.87	0.08	0.47	0.20
NORTH DAKOTA	26.86	24.45	44.54	1.75	0.66	0.87	0.44	0.44
OHIO	1.86	54.82	42.18	0.98	0.12			0.05
OKLAHOMA	9.86	29.42	59.73	0.82	0.08	0.04		0.04
OREGON	24.33	23.74	49.64	0.85	0.46	0.07	0.07	0.85
PENNSYLVANIA	2.25	12.40	78.09	6.61	0.22	0.24	0.08	0.11
PUERTO RICO	2.26	45.21	49.43	1.12	0.03	0.05	0.10	1.80
RHODE ISLAND	1.71	3.42	82.40		11.25		1.22	
SOUTH CAROLINA	2.96	26.78	65.52	4.06		0.45	0.04	0.20
SOUTH DAKOTA	19.50	42.04	36.85	1.07			0.18	0.36
TENNESSEE	7.81	25.11	64.02	1.18	1.05	0.64		0.20
TEXAS	24.76	45.30	24.64	1.09	0.06	2.61	0.01	1.54
UTAH	3.42	17.49	75.94	3.09		0.07		
VERMONT	93.45	2.38	2.78		0.20		0.79	0.40
VIRGINIA	2.01	9.06	85.21	2.99	0.14	0.10	0.10	0.17
WASHINGTON	20.27	34.03	45.49	0.09	0.09			0.03
WEST VIRGINIA	1.21	21.99	73.95	1.02	1.33			0.49
WISCONSIN	4.22	24.46	66.41	4.82				0.09
WYOMING	5.70	44.97	44.63	1.01	0.34	3.02	0.34	
AMERICAN SAMOA	63.89			36.11				
GUAM	2.08	75.00	22.92					
NORTHERN MARIANAS	100.00							
PALAU								
VIRGIN ISLANDS		3.57	95.24					1.19
BUR. OF INDIAN AFFAIRS	11.52	56.97	23.03				8.48	
U.S. AND OUTLYING AREAS	8.67	25.17	59.45	5.01	0.92	0.30	0.12	0.16
50 STATES, D.C., & P.R.	8.66	25.15	59.49	5.01	0.92	0.30	0.11	0.16

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB4.SFW

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Table AB4

Number of Children Age 6-11 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

SERIOUS EMOTIONAL DISTURBANCE

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	1,041	401	608	28	13	16	33	3
ALASKA	51	99	77	0	0	3	1	0
ARIZONA	77	444	530	93	75	0	42	8
ARKANSAS	13	30	56	4	2	0	2	0
CALIFORNIA	210	259	2,561	280	843	0	208	62
COLORADO	735	1,365	714	29	6	0	138	49
CONNECTICUT	1,105	462	1,156	119	191	0	63	32
DELAWARE	52	80	94	52	0	0	0	16
DISTRICT OF COLUMBIA	0	5	120	116	19	0	22	8
FLORIDA	1,280	1,959	3,787	708	63	36	0	15
GEORGIA	3,834	3,121	2,782	87	2	37	3	8
HAWAII	124	109	200	0	6	0	0	9
IDAHO	56	20	35	11	6	0	0	0
ILLINOIS	267	1,632	4,334	589	796	52	52	8
INDIANA	590	95	1,308	65	0	7	29	16
IOWA	104	1,321	934	61	0	19	30	8
KANSAS	521	356	552	45	16	105	2	1
KENTUCKY	123	388	563	74	14	42	2	27
LOUISIANA	108	179	1,246	107	3	30	7	15
MAINE	514	582	295	18	30	0	29	21
MARYLAND	240	132	777	295	235	4	36	19
MASSACHUSETTS	1,185	446	1,923	242	531	0	26	32
MICHIGAN	1,934	1,287	2,150	311	.	55	5	3
MINNESOTA	2,247	1,521	570	251	69	51	9	7
MISSISSIPPI	5	16	59	0	0	1	0	0
MISSOURI	492	1,610	1,612	250	178	4	112	18
MONTANA	74	60	70	1	0	13	3	0
NEBRASKA	436	212	319	21	8	2	1	2
NEVADA	50	171	169	7	0	0	0	2
NEW HAMPSHIRE	254	114	115	1	37	1	22	0
NEW JERSEY	60	391	1,397	362	759	30	2	14
NEW MEXICO	361	245	765	0	0	31	7	1
NEW YORK	1,048	1,406	5,948	3,149	587	132	50	120
NORTH CAROLINA	1,366	774	1,577	39	1	23	4	21
NORTH DAKOTA	69	16	31	1	0	3	3	0
OHIO	122	1,040	1,441	668	2	8	.	21
OKLAHOMA	74	82	481	6	2	22	2	11
OREGON	345	157	356	70	144	4	28	10
PENNSYLVANIA	407	721	3,350	251	326	129	14	47
PUERTO RICO	12	119	173	0	0	0	0	8
RHODE ISLAND	88	57	288	0	49	0	23	7
SOUTH CAROLINA	229	728	869	66	0	14	1	14
SOUTH DAKOTA	75	26	33	14	17	2	57	0
TENNESSEE	238	188	397	75	23	3	0	4
TEXAS	3,833	6,990	3,731	152	9	143	2	225
UTAH	1,565	1,111	798	49	0	15	0	16
VERMONT	256	5	4	3	9	0	11	2
VIRGINIA	489	520	2,088	66	62	8	32	10
WASHINGTON	691	584	649	39	20	1	3	48
WEST VIRGINIA	65	198	280	10	8	0	0	0
WISCONSIN	786	1,422	1,405	19	0	10	0	10
WYOMING	108	94	87	4	0	4	4	0
AMERICAN SAMOA	12	0	0	1	0	0	0	0
GUAM	1	1	3	0	0	0	0	0
NORTHERN MARIANAS	2	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	62	93	13	0	0	0	5	0
U.S. AND OUTLYING AREAS	30,086	35,444	55,880	8,909	5,161	1,060	1,125	978
50 STATES, D.C., & P.R.	30,009	35,350	55,864	8,908	5,161	1,060	1,120	978

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB4.SFW

Table AB4

Percentage of Children Age 6-11 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

SERIOUS EMOTIONAL DISTURBANCE

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	PERCENTAGE							
ALABAMA	48.58	18.71	28.37	1.31	0.61	0.75	1.54	0.14
ALASKA	22.08	42.86	33.33	.	.	1.30	0.43	.
ARIZONA	6.07	34.99	41.77	7.33	5.91	.	3.31	0.63
ARKANSAS	12.15	28.04	52.34	3.74	1.87	.	1.87	.
CALIFORNIA	4.75	5.86	57.90	6.33	19.06	.	4.70	1.40
COLORADO	24.21	44.96	23.52	0.96	0.20	.	4.55	1.61
CONNECTICUT	35.33	14.77	36.96	3.80	6.11	.	2.01	1.02
DELAWARE	17.69	27.21	31.97	17.69	.	.	.	5.44
DISTRICT OF COLUMBIA	.	1.72	41.38	40.00	6.55	.	7.59	2.76
FLORIDA	16.31	24.96	48.25	9.02	0.80	0.46	.	0.19
GEORGIA	38.83	31.61	28.18	0.88	0.02	0.37	0.03	0.08
HAWAII	27.68	24.33	44.64	.	1.34	.	.	2.01
IDAHO	43.75	15.63	27.34	8.59	4.69	.	.	.
ILLINOIS	3.45	21.11	56.07	7.62	10.30	0.67	0.67	0.10
INDIANA	27.96	4.50	61.99	3.08	.	0.33	1.37	0.76
IOWA	4.20	53.33	37.71	2.46	.	0.77	1.21	0.32
KANSAS	32.60	22.28	34.54	2.82	1.00	6.57	0.13	0.06
KENTUCKY	9.98	31.47	45.66	6.00	1.14	3.41	0.16	2.19
LOUISIANA	6.37	10.56	73.51	6.31	0.18	1.77	0.41	0.88
MAINE	34.52	39.09	19.81	1.21	2.01	.	1.95	1.41
MARYLAND	13.81	7.59	44.71	16.97	13.52	0.23	2.07	1.09
MASSACHUSETTS	27.02	10.17	43.85	5.52	12.11	.	0.59	0.73
MICHIGAN	33.66	22.40	37.42	5.41	.	0.96	0.09	0.05
MINNESOTA	47.56	32.19	12.06	5.31	1.46	1.08	0.19	0.15
MISSISSIPPI	6.17	19.75	72.84	.	.	1.23	.	.
MISSOURI	11.51	37.65	37.70	5.85	4.16	0.09	2.62	0.42
MONTANA	33.48	27.15	31.67	0.45	.	5.88	1.36	.
NEBRASKA	43.56	21.18	31.87	2.10	0.80	0.20	0.10	0.20
NEVADA	12.53	42.86	42.36	1.75	.	.	.	0.50
NEW HAMPSHIRE	46.69	20.96	21.14	0.18	6.80	0.18	4.04	.
NEW JERSEY	1.99	12.97	46.33	12.01	25.17	1.00	0.07	0.46
NEW MEXICO	25.60	17.38	54.26	.	.	2.20	0.50	0.07
NEW YORK	8.42	11.30	47.81	25.31	4.72	1.06	0.40	0.96
NORTH CAROLINA	35.90	20.34	41.45	1.02	0.03	0.60	0.11	0.55
NORTH DAKOTA	56.10	13.01	25.20	0.81	.	2.44	2.44	.
OHIO	3.69	31.50	43.64	20.23	0.06	0.24	.	0.64
OKLAHOMA	10.88	12.06	70.74	0.88	0.29	3.24	0.29	1.62
OREGON	30.97	14.09	31.96	6.28	12.93	0.36	2.51	0.90
PENNSYLVANIA	7.76	13.75	63.87	4.79	6.22	2.46	0.27	0.90
PUERTO RICO	3.85	38.14	55.45	.	.	.	.	2.56
RHODE ISLAND	17.19	11.13	56.25	.	9.57	.	4.49	1.37
SOUTH CAROLINA	11.92	37.90	45.24	3.44	.	0.73	0.05	0.73
SOUTH DAKOTA	33.48	11.61	14.73	6.25	7.59	0.89	25.45	.
TENNESSEE	25.65	20.26	42.78	8.08	2.48	0.32	.	0.43
TEXAS	25.41	46.34	24.73	1.01	0.06	0.95	0.01	1.49
UTAH	44.03	31.26	22.45	1.38	.	0.42	.	0.45
VERMONT	88.28	1.72	1.38	1.03	3.10	.	3.79	0.69
VIRGINIA	14.93	15.88	63.76	2.02	1.89	0.24	0.98	0.31
WASHINGTON	33.96	28.70	31.89	1.92	0.98	0.05	0.15	2.36
WEST VIRGINIA	11.59	35.29	49.91	1.78	1.43	.	.	.
WISCONSIN	21.52	38.94	38.47	0.52	.	0.27	.	0.27
WYOMING	35.88	31.23	28.90	1.33	.	1.33	1.33	.
AMERICAN SAMOA	92.31	.	.	7.69	.	.	.	.
GUAM	20.00	20.00	60.00	.	.	.	.	.
NORTHERN MARIANAS	100.00	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	35.84	53.76	7.51	.	.	.	2.89	.
U.S. AND OUTLYING AREAS	21.70	25.56	40.30	6.43	3.72	0.76	0.81	0.71
50 STATES, D.C., & P.R.	21.67	25.53	40.35	6.43	3.73	0.77	0.81	0.71

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB4.SFW

Table AB4

Number of Children Age 6-11 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

MULTIPLE DISABILITIES

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	NUMBER							
ALABAMA	24	17	473	59	28	23	2	17
ALASKA	32	36	115	0	4	0	0	2
ARIZONA	36	64	367	58	45	13	2	7
ARKANSAS	21	64	240	11	45	8	32	9
CALIFORNIA	124	163	1,726	190	98	52	5	33
COLORADO	137	685	1,076	82	2	21	12	11
CONNECTICUT	94	115	367	70	66	0	6	5
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	2	5	5	0	0	1	0
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	0	1	107	0	0	0	0	4
IDAHO	41	38	102	7	0	0	0	3
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	8	1	243	41	0	26	11	3
IOWA	7	2	178	42	0	6	7	5
KANSAS	191	157	260	81	8	11	0	13
KENTUCKY	62	82	375	37	0	1	1	15
LOUISIANA	3	1	288	59	2	30	4	18
MAINE	103	198	272	8	4	0	8	9
MARYLAND	244	130	840	588	166	2	15	17
MASSACHUSETTS	154	128	494	25	68	0	18	32
MICHIGAN	38	14	305	549	.	2	0	36
MINNESOTA	0	0	0	0	0	0	0	0
MISSISSIPPI	4	11	81	31	0	3	0	8
MISSOURI	10	24	148	96	46	0	2	2
MONTANA	49	23	79	1	0	0	0	2
NEBRASKA	15	20	148	26	0	1	2	8
NEVADA	4	27	51	77	0	0	0	1
NEW HAMPSHIRE	23	24	20	57	11	0	7	4
NEW JERSEY	66	270	2,097	873	1,162	9	6	17
NEW MEXICO	54	46	320	9	2	6	0	10
NEW YORK	480	475	2,613	2,071	700	45	64	81
NORTH CAROLINA	28	39	327	113	20	24	61	11
NORTH DAKOTA	0	0	0	0	0	0	0	0
OHIO	54	901	1,854	1,778	31	9	.	20
OKLAHOMA	22	27	572	54	1	26	10	25
OREGON	.	.	.	.	.	.	.	2
PENNSYLVANIA	14	18	315	127	0	6	0	2
PUERTO RICO	6	48	174	30	2	3	1	167
RHODE ISLAND	1	8	53	0	30	0	1	0
SOUTH CAROLINA	5	18	119	16	0	37	0	2
SOUTH DAKOTA	30	68	111	8	4	10	17	0
TENNESSEE	21	41	537	30	63	4	0	12
TEXAS	361	665	374	19	1	84	0	25
UTAH	13	11	339	249	0	2	0	9
VERMONT	26	2	3	0	1	0	5	0
VIRGINIA	357	280	1,133	61	12	33	2	19
WASHINGTON	213	186	849	7	2	12	0	19
WEST VIRGINIA	0	0	0	0	0	0	0	0
WISCONSIN	1,714	5,850	4,527	128	1	89	0	18
WYOMING	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	2	0	0	0	0
GUAM	2	7	5	0	1	0	0	0
NORTHERN MARIANAS	18	8	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	27	1	0	0	0	1
BUR. OF INDIAN AFFAIRS	12	37	27	0	0	0	21	0
U.S. AND OUTLYING AREAS	4,921	11,032	24,736	7,776	2,626	596	323	704
50 STATES, D.C., & P.R.	4,889	10,980	24,677	7,773	2,625	596	302	703

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DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB4.SFW

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Table AB4

Percentage of Children Age 6-11 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

MULTIPLE DISABILITIES

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	PERCENTAGE							
ALABAMA	3.73	2.64	73.56	9.18	4.35	3.58	0.31	2.64
ALASKA	16.93	19.05	60.85		2.12			1.06
ARIZONA	6.08	10.81	61.99	9.80	7.60	2.20	0.34	1.18
ARKANSAS	4.88	14.88	55.81	2.56	10.47	1.86	7.44	2.09
CALIFORNIA	5.19	6.82	72.19	7.95	4.10	2.17	0.21	1.38
COLORADO	6.76	33.81	53.11	4.05	0.10	1.04	0.59	0.54
CONNECTICUT	13.00	15.91	50.76	9.68	9.13		0.83	0.69
DELAWARE								
DISTRICT OF COLUMBIA		15.38	38.46	38.46			7.69	
FLORIDA								
GEORGIA								
HAWAII		0.89	95.54					3.57
IDAHO	21.47	19.90	53.40	3.66				1.57
ILLINOIS								
INDIANA	2.40	0.30	72.97	12.31		7.81	3.30	0.90
IOWA	2.83	0.81	72.06	17.00		2.43	2.83	2.02
KANSAS	26.49	21.78	36.06	11.23	1.11	1.53		1.80
KENTUCKY	10.82	14.31	65.45	6.46		0.17	0.17	2.62
LOUISIANA	0.74	0.25	71.11	14.57	0.49	7.41	0.99	4.44
MAINE	17.11	32.89	45.18	1.33	0.66		1.33	1.50
MARYLAND	12.19	6.49	41.96	29.37	8.29	0.10	0.75	0.85
MASSACHUSETTS	16.76	13.93	53.75	2.72	7.40		1.96	3.48
MICHIGAN	4.03	1.48	32.31	58.16		0.21		3.81
MINNESOTA								
MISSISSIPPI	2.90	7.97	58.70	22.46		2.17		5.80
MISSOURI	3.05	7.32	45.12	29.27	14.02		0.61	0.61
MONTANA	31.82	14.94	51.30	0.65				1.30
NEBRASKA	6.82	9.09	67.27	11.82		0.45	0.91	3.64
NEVADA	2.50	16.88	31.88	48.13				0.63
NEW HAMPSHIRE	15.75	16.44	13.70	39.04	7.53		4.79	2.74
NEW JERSEY	1.47	6.00	46.60	19.40	25.82	0.20	0.13	0.38
NEW MEXICO	12.08	10.29	71.59	2.01	0.45	1.34		2.24
NEW YORK	7.35	7.28	40.02	31.72	10.72	0.69	0.98	1.24
NORTH CAROLINA	4.49	6.26	52.49	18.14	3.21	3.85	9.79	1.77
NORTH DAKOTA								
OHIO	1.16	19.39	39.90	38.26	0.67	0.19		0.43
OKLAHOMA	2.99	3.66	77.61	7.33	0.14	3.53	1.36	3.39
OREGON								100.00
PENNSYLVANIA	2.92	3.75	65.63	26.46		0.83		0.42
PUERTO RICO	1.39	11.14	40.37	6.96	0.46	0.70	0.23	38.75
RHODE ISLAND	1.08	8.60	56.99		32.26		1.08	
SOUTH CAROLINA	2.54	9.14	60.41	8.12		18.78		1.02
SOUTH DAKOTA	12.10	27.42	44.76	3.23	1.61	4.03	6.85	
TENNESSEE	2.97	5.79	75.85	4.24	8.90	0.56		1.69
TEXAS	23.61	43.49	24.46	1.24	0.07	5.49		1.64
UTAH	2.09	1.77	54.41	39.97		0.32		1.44
VERMONT	70.27	5.41	8.11		2.70		13.51	
VIRGINIA	18.82	14.76	59.73	3.22	0.63	1.74	0.11	1.00
WASHINGTON	16.54	14.44	65.92	0.54	0.16	0.93		1.48
WEST VIRGINIA								
WISCONSIN	13.90	47.46	36.72	1.04	0.01	0.72		0.15
WYOMING								
AMERICAN SAMOA				100.00				
GUAM	13.33	46.67	33.33		6.67			
NORTHERN MARIANAS	69.23	30.77						
PALAU								
VIRGIN ISLANDS			93.10	3.45				3.45
BUR. OF INDIAN AFFAIRS	12.37	38.14	27.84				21.65	
U.S. AND OUTLYING AREAS	9.34	20.93	46.92	14.75	4.98	1.13	0.61	1.34
50 STATES, D.C., & P.R.	9.30	20.90	46.96	14.79	5.00	1.13	0.57	1.34

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DATA AS OF OCTOBER 1, 1994

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Table AB4

Number of Children Age 6-11 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

HEARING IMPAIRMENTS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	NUMBER							
ALABAMA	196	52	100	19	0	50	0	0
ALASKA	26	30	20	0	3	0	0	0
ARIZONA	69	218	105	140	0	20	33	2
ARKANSAS	83	54	31	20	2	50	1	2
CALIFORNIA	1,077	479	2,060	21	29	206	0	7
COLORADO	171	119	128	2	0	22	0	0
CONNECTICUT	182	58	52	23	33	1	8	0
DELAWARE	22	5	7	40	0	6	0	0
DISTRICT OF COLUMBIA	2	0	5	0	0	0	0	0
FLORIDA	135	57	307	417	0	406	0	1
GEORGIA	140	106	228	63	2	43	0	4
HAWAII	37	29	79	6	0	0	0	1
IDAHO	87	24	12	0	0	0	0	0
ILLINOIS	184	308	743	45	2	61	4	1
INDIANA	240	41	224	59	0	58	1	1
IOWA	149	90	80	0	0	54	0	0
KANSAS	71	68	86	12	0	43	0	0
KENTUCKY	107	80	48	7	1	85	0	0
LOUISIANA	134	123	265	4	2	52	0	1
MAINE	82	30	12	16	0	4	0	0
MARYLAND	245	56	143	55	1	85	0	1
MASSACHUSETTS	267	45	196	5	60	0	9	1
MICHIGAN	577	170	411	6	.	39	0	0
MINNESOTA	361	215	74	23	9	66	0	0
MISSISSIPPI	11	151	97	8	0	49	1	0
MISSOURI	182	104	190	56	4	44	0	0
MONTANA	62	16	32	3	0	0	1	0
NEBRASKA	173	47	47	7	3	14	0	1
NEVADA	21	14	80	2	1	0	2	2
NEW HAMPSHIRE	16	2	4	77	1	0	4	0
NEW JERSEY	47	118	244	115	24	0	1	0
NEW MEXICO	65	33	64	8	0	32	0	0
NEW YORK	473	293	457	215	316	42	17	2
NORTH CAROLINA	382	136	161	1	0	192	0	2
NORTH DAKOTA	31	4	11	1	0	0	0	0
OHIO	217	301	414	85	5	26	.	1
OKLAHOMA	88	45	132	20	5	36	0	1
OREGON	338	53	88	2	15	27	0	8
PENNSYLVANIA	673	210	325	18	119	0	44	0
PUERTO RICO	30	125	141	12	11	0	0	1
RHODE ISLAND	22	4	3	50	0	0	0	0
SOUTH CAROLINA	133	130	163	21	0	39	2	0
SOUTH DAKOTA	66	14	2	18	0	10	0	0
TENNESSEE	244	58	187	29	2	43	0	0
TEXAS	232	493	487	57	2	828	0	56
UTAH	147	33	24	1	0	128	0	0
VERMONT	52	2	0	0	0	0	12	0
VIRGINIA	169	98	263	4	0	60	0	0
WASHINGTON	564	366	279	1	24	45	0	2
WEST VIRGINIA	18	76	47	12	1	25	1	1
WISCONSIN	90	9	24	3	0	3	0	0
WYOMING	45	28	15	8	0	0	1	0
AMERICAN SAMOA	0	0	6	0	0	0	0	0
GUAM	10	1	8	0	0	0	0	0
NORTHERN MARIANAS	2	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	4	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	11	9	11	0	0	0	0	0
U.S. AND OUTLYING AREAS	9,258	5,430	9,426	1,817	677	2,994	142	99
50 STATES, D.C., & P.R.	9,235	5,420	9,397	1,817	677	2,994	142	99

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	PERCENTAGE							
ALABAMA	47.00	12.47	23.98	4.56		11.99		
ALASKA	32.91	37.97	25.32		3.80			
ARIZONA	11.75	37.14	17.89	23.85		3.41	5.62	0.34
ARKANSAS	34.16	22.22	12.76	8.23	0.82	20.58	0.41	0.82
CALIFORNIA	27.76	12.35	53.11	0.54	0.75	5.31		0.18
COLORADO	38.69	26.92	28.96	0.45		4.98		
CONNECTICUT	50.98	16.25	14.57	6.44	9.24	0.28	2.24	
DELAWARE	27.50	6.25	8.75	50.00		7.50		
DISTRICT OF COLUMBIA	28.57		71.43					
FLORIDA	10.20	4.31	23.20	31.52		30.69		0.08
GEORGIA	23.89	18.09	38.91	10.75	0.34	7.34		0.68
HAWAII	24.34	19.08	51.97	3.95				0.66
IDAHO	70.73	19.51	9.76					
ILLINOIS	13.65	22.85	55.12	3.34	0.15	4.53	0.30	0.07
INDIANA	38.46	6.57	35.90	9.46		9.29	0.16	0.16
IOWA	39.95	24.13	21.45			14.48		
KANSAS	25.36	24.29	30.71	4.29		15.36		
KENTUCKY	32.62	24.39	14.63	2.13	0.30	25.91		
LOUISIANA	23.06	21.17	45.61	0.69	0.34	8.95		0.17
MAINE	56.94	20.83	8.33	11.11		2.78		
MARYLAND	41.81	9.56	24.40	9.39	0.17	14.51		0.17
MASSACHUSETTS	45.80	7.72	33.62	0.86	10.29		1.54	0.17
MICHIGAN	47.96	14.13	34.16	0.50		3.24		
MINNESOTA	48.26	28.74	9.89	3.07	1.20	8.82		
MISSISSIPPI	3.47	47.63	30.60	2.52		15.46	0.32	
MISSOURI	31.38	17.93	32.76	9.66	0.69	7.59		
MONTANA	54.39	14.04	28.07	2.63			0.88	
NEBRASKA	59.25	16.10	16.10	2.40	1.03	4.79		0.34
NEVADA	17.21	11.48	65.57	1.64	0.82		1.64	1.64
NEW HAMPSHIRE	15.38	1.92	3.85	74.04	0.96		3.85	
NEW JERSEY	8.56	21.49	44.44	20.95	4.37		0.18	
NEW MEXICO	32.18	16.34	31.68	3.96		15.84		
NEW YORK	26.06	16.14	25.18	11.85	17.41	2.31	0.94	0.11
NORTH CAROLINA	43.71	15.56	18.42	0.11		21.97		0.23
NORTH DAKOTA	65.96	8.51	23.40	2.13				
OHIO	20.69	28.69	39.47	8.10	0.48	2.48		0.10
OKLAHOMA	26.91	13.76	40.37	6.12	1.53	11.01		0.31
OREGON	63.65	9.98	16.57	0.38	2.82	5.08		1.51
PENNSYLVANIA	48.45	15.12	23.40	1.30	8.57		3.17	
PUERTO RICO	9.38	39.06	44.06	3.75	3.44			0.31
RHODE ISLAND	27.85	5.06	3.80	63.29				
SOUTH CAROLINA	27.25	26.64	33.40	4.30		7.99	0.41	
SOUTH DAKOTA	60.00	12.73	1.82	16.36		9.09		
TENNESSEE	43.34	10.30	33.21	5.15	0.36	7.64		
TEXAS	10.77	22.88	22.60	2.65	0.09	38.42		2.60
UTAH	44.14	9.91	7.21	0.30		38.44		
VERMONT	78.79	3.03					18.18	
VIRGINIA	28.45	16.50	44.28	0.67		10.10		
WASHINGTON	44.03	28.57	21.78	0.08	1.87	3.51		0.16
WEST VIRGINIA	9.94	41.99	25.97	6.63	0.55	13.81	0.55	0.55
WISCONSIN	69.77	6.98	18.60	2.33		2.33		
WYOMING	46.39	28.87	15.46	8.25			1.03	
AMERICAN SAMOA			100.00					
GUAM	52.63	5.26	42.11					
NORTHERN MARIANAS	100.00							
PALAU								
VIRGIN ISLANDS			100.00					
BUR. OF INDIAN AFFAIRS	35.48	29.03	35.48					
U.S. AND OUTLYING AREAS	31.02	18.20	31.59	6.09	2.27	10.03	0.48	0.33
50 STATES, D.C., & P.R.	31.01	18.20	31.55	6.10	2.27	10.05	0.48	0.33

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB4.SFW

Table AB4

Number of Children Age 6-11 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

ORTHOPEDIC IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	154	28	76	3	1	0	0	2
ALASKA	18	17	5	0	0	0	0	0
ARIZONA	103	133	127	1	5	0	0	1
ARKANSAS	33	24	26	0	6	0	3	0
CALIFORNIA	1,266	462	2,288	317	16	0	0	28
COLORADO	347	266	73	7	0	0	0	5
CONNECTICUT	141	9	25	1	0	0	0	3
DELAWARE	22	10	68	0	0	0	0	0
DISTRICT OF COLUMBIA	3	1	11	28	0	0	0	0
FLORIDA	335	178	946	111	97	0	0	10
GEORGIA	113	112	187	0	0	0	0	3
HAWAII	30	12	28	0	0	0	0	2
IDAHO	62	11	18	0	0	0	0	0
ILLINOIS	280	180	574	251	12	8	0	53
INDIANA	270	12	148	1	0	0	0	0
IOWA	276	152	76	0	0	0	3	22
KANSAS	196	27	36	0	15	0	0	3
KENTUCKY	145	54	28	0	0	0	0	4
LOUISIANA	180	128	307	11	2	6	0	17
MAINE	79	16	4	0	0	0	0	0
MARYLAND	134	62	151	11	10	0	0	1
MASSACHUSETTS	298	27	90	1	15	0	1	9
MICHIGAN	1,305	528	779	57	.	0	0	14
MINNESOTA	427	230	28	8	0	1	0	3
MISSISSIPPI	50	124	305	26	0	0	4	47
MISSOURI	148	58	116	114	0	0	0	2
MONTANA	36	4	10	0	0	0	0	0
NEBRASKA	191	36	24	3	0	0	1	20
NEVADA	22	7	13	0	0	0	0	0
NEW HAMPSHIRE	55	24	15	8	0	0	0	0
NEW JERSEY	28	77	106	65	35	0	0	3
NEW MEXICO	121	59	95	0	0	0	0	0
NEW YORK	764	182	374	52	64	3	0	9
NORTH CAROLINA	311	71	96	21	0	0	0	6
NORTH DAKOTA	34	6	17	3	0	0	1	1
OHIO	281	177	252	53	5	0	.	351
OKLAHOMA	115	29	52	2	0	0	0	3
OREGON	235	70	103	6	5	0	0	8
PENNSYLVANIA	124	48	628	66	74	0	8	5
PUERTO RICO	43	53	16	0	34	0	0	4
RHODE ISLAND	38	32	23	0	3	0	0	1
SOUTH CAROLINA	112	124	157	10	0	0	0	3
SOUTH DAKOTA	65	12	0	0	1	1	8	0
TENNESSEE	192	95	183	33	2	0	0	20
TEXAS	534	975	525	23	1	37	0	32
UTAH	32	34	60	0	0	0	0	6
VERMONT	55	0	2	0	1	0	0	0
VIRGINIA	208	92	146	11	7	0	0	2
WASHINGTON	438	180	123	1	1	0	0	3
WEST VIRGINIA	55	48	63	0	0	0	0	1
WISCONSIN	247	39	68	1	0	0	0	2
WYOMING	62	24	21	0	1	0	0	1
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	8	2	0	0	0	0	0	0
NORTHERN MARIANAS	12	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	3	7	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	10,836	5,348	9,692	1,306	413	56	29	710
50 STATES, D.C., & P.R.	10,813	5,339	9,692	1,306	413	56	29	710

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB4.SFW

Table AB4

Percentage of Children Age 6-11 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

ORTHOPEDIC IMPAIRMENTS

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	58.33	10.61	28.79	1.14	0.38			0.76
ALASKA	45.00	42.50	12.50					
ARIZONA	27.84	35.95	34.32	0.27	1.35			0.27
ARKANSAS	35.87	26.09	28.26		6.52		3.26	
CALIFORNIA	28.92	10.56	52.27	7.24	0.37			0.64
COLORADO	49.71	38.11	10.46	1.00				0.72
CONNECTICUT	78.77	5.03	13.97	0.56				1.68
DELAWARE	22.00	10.00	68.00					
DISTRICT OF COLUMBIA	6.98	2.33	25.58	65.12				
FLORIDA	19.98	10.61	56.41	6.62	5.78			0.60
GEORGIA	27.23	26.99	45.06					0.72
HAWAII	41.67	16.67	38.89					2.78
IDAHO	68.13	12.09	19.78					
ILLINOIS	20.62	13.25	42.27	18.48	0.88	0.59		3.90
INDIANA	62.65	2.78	34.34	0.23				
IOWA	52.17	28.73	14.37				0.57	4.16
KANSAS	70.76	9.75	13.00		5.42			1.08
KENTUCKY	62.77	23.38	12.12					1.73
LOUISIANA	27.65	19.66	47.16	1.69	0.31	0.92		2.61
MAINE	79.80	16.16	4.04					
MARYLAND	38.40	12.03	43.27	3.15	2.87			0.29
MASSACHUSETTS	67.57	6.12	20.41	0.23	3.40		0.23	2.04
MICHIGAN	48.64	19.68	29.03	2.12				0.52
MINNESOTA	61.26	33.00	4.02	1.15		0.14		0.43
MISSISSIPPI	8.99	22.30	54.86	4.68			0.72	8.45
MISSOURI	33.79	13.24	26.48	26.03				0.46
MONTANA	72.00	8.00	20.00					
NEBRASKA	69.45	13.09	8.73	1.09			0.36	7.27
NEVADA	52.38	16.67	30.95					
NEW HAMPSHIRE	53.92	23.53	14.71	7.84				
NEW JERSEY	8.92	24.52	33.76	20.70	11.15			0.96
NEW MEXICO	44.00	21.45	34.55					
NEW YORK	52.76	12.57	25.83	3.59	4.42	0.21		0.62
NORTH CAROLINA	61.58	14.06	19.01	4.16				1.19
NORTH DAKOTA	54.84	9.68	27.42	4.84			1.61	1.61
OHIO	25.11	15.82	22.52	4.74	0.45			31.37
OKLAHOMA	57.21	14.43	25.87	1.00				1.49
OREGON	55.04	16.39	24.12	1.41	1.17			1.87
PENNSYLVANIA	13.01	5.04	65.90	6.93	7.76		0.84	0.52
PUERTO RICO	28.67	35.33	10.67		22.67			2.67
RHODE ISLAND	39.18	32.99	23.71		3.09			1.03
SOUTH CAROLINA	27.59	30.54	38.67	2.46				0.74
SOUTH DAKOTA	74.71	13.79			1.15	1.15	9.20	
TENNESSEE	36.57	18.10	34.86	6.29	0.38			3.81
TEXAS	25.11	45.84	24.68	1.08	0.05	1.74		1.50
UTAH	24.24	25.76	45.45					4.55
VERMONT	94.83		3.45		1.72			
VIRGINIA	44.64	19.74	31.33	2.36	1.50			0.43
WASHINGTON	58.71	24.13	16.49	0.13	0.13			0.40
WEST VIRGINIA	32.93	28.74	37.72					0.60
WISCONSIN	69.19	10.92	19.05	0.28				0.56
WYOMING	56.88	22.02	19.27		0.92			0.92
AMERICAN SAMOA								
GUAM	80.00	20.00						
NORTHERN MARIANAS	100.00							
PALAU								
VIRGIN ISLANDS								
BUR. OF INDIAN AFFAIRS	30.00	70.00						
U.S. AND OUTLYING AREAS	38.17	18.84	34.14	4.60	1.45	0.20	0.10	2.50
50 STATES, D.C., & P.R.	38.13	18.83	34.18	4.61	1.46	0.20	0.10	2.50

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994

SOURCE: AR_AB4.SFW

Table AB4

Number of Children Age 6-11 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

OTHER HEALTH IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	343	62	90	11	0	0	0	7
ALASKA	30	29	21	0	4	1	1	0
ARIZONA	16	87	22	0	0	0	0	7
ARKANSAS	110	160	65	5	5	0	1	2
CALIFORNIA	3,926	682	1,291	41	68	0	5	55
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	262	60	51	3	4	0	2	8
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	1	4	0	47	0	0	0	0
FLORIDA	0	0	0	0	0	0	0	66
GEORGIA	209	190	161	5	0	0	0	6
HAWAII	39	35	51	0	0	0	0	2
IDAHO	101	38	16	0	1	0	0	6
ILLINOIS	126	138	150	63	11	2	0	110
INDIANA	62	25	34	2	1	0	0	0
IOWA	0	0	0	0	0	0	0	0
KANSAS	193	112	106	2	0	1	0	3
KENTUCKY	94	81	30	0	0	0	0	5
LOUISIANA	294	311	515	15	5	1	1	16
MAINE	97	74	20	0	0	0	0	5
MARYLAND	355	105	286	68	22	0	1	19
MASSACHUSETTS	167	49	66	2	10	0	2	128
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	427	213	31	6	2	2	3	6
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	96	52	12	10	2	0	0	18
MONTANA	65	37	9	0	0	0	1	10
NEBRASKA	188	57	105	6	1	5	0	19
NEVADA	22	128	5	2	0	0	0	29
NEW HAMPSHIRE	249	96	102	16	9	0	4	2
NEW JERSEY	29	54	43	2	3	0	0	44
NEW MEXICO	110	49	74	0	0	0	0	2
NEW YORK	1,102	416	650	83	13	2	1	23
NORTH CAROLINA	756	284	201	5	3	1	0	27
NORTH DAKOTA	62	6	9	2	0	0	0	3
OHIO	192	6	17	5	5	0	.	262
OKLAHOMA	59	33	54	15	1	0	0	2
OREGON	271	89	97	8	2	1	1	14
PENNSYLVANIA	48	7	13	0	0	0	0	0
PUERTO RICO	55	156	38	1	1	0	0	21
RHODE ISLAND	74	32	37	0	3	0	2	13
SOUTH CAROLINA	24	58	19	0	3	0	0	0
SOUTH DAKOTA	34	20	5	0	1	0	0	0
TENNESSEE	578	304	212	12	3	0	0	148
TEXAS	1,549	2,823	1,505	62	4	53	1	91
UTAH	66	58	68	1	0	0	0	4
VERMONT	100	1	1	0	0	0	0	6
VIRGINIA	291	161	153	1	1	0	0	7
WASHINGTON	1,904	1,538	1,009	8	22	0	0	8
WEST VIRGINIA	14	30	7	0	0	0	0	0
WISCONSIN	175	29	10	3	0	0	0	14
WYOMING	92	78	24	1	1	1	1	0
AMERICAN SAMOA	0	0	0	1	0	0	0	0
GUAM	7	6	2	1	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	3	0	0	0	0	1
BUR. OF INDIAN AFFAIRS	19	13	5	0	0	0	0	0
U.S. AND OUTLYING AREAS	15,083	9,076	7,495	515	211	70	27	1,219
50 STATES, D.C., & P.R.	15,057	9,057	7,485	513	211	70	27	1,218

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994

SOURCE: AR_AB4.SFW

Table AB4

Percentage of Children Age 6-11 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

OTHER HEALTH IMPAIRMENTS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	PERCENTAGE							
ALABAMA	66.86	12.09	17.54	2.14	.	.	.	1.36
ALASKA	34.88	33.72	24.42	.	4.65	1.16	1.16	.
ARIZONA	12.12	65.91	16.67	.	.	.	.	5.30
ARKANSAS	31.61	45.98	18.68	1.44	1.44	.	0.29	0.57
CALIFORNIA	64.70	11.24	21.28	0.68	1.12	.	0.08	0.91
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	67.18	15.38	13.08	0.77	1.03	.	0.51	2.05
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	1.92	7.69	.	90.38	.	.	.	.
FLORIDA	.	.	.	.	.	.	.	100.00
GEORGIA	36.60	33.27	28.20	0.88	.	.	.	1.05
HAWAII	30.71	27.56	40.16	.	.	.	.	1.57
IDAHO	62.35	23.46	9.88	.	0.62	.	.	3.70
ILLINOIS	21.00	23.00	25.00	10.50	1.83	0.33	.	18.33
INDIANA	50.00	20.16	27.42	1.61	0.81	.	.	.
IOWA	.	.	.	.	.	.	.	.
KANSAS	46.28	26.86	25.42	0.48	.	0.24	.	0.72
KENTUCKY	44.76	38.57	14.29	.	.	.	.	2.38
LOUISIANA	25.39	26.86	44.47	1.30	0.43	0.09	0.09	1.38
MAINE	49.49	37.76	10.20	.	.	.	.	2.55
MARYLAND	41.47	12.27	33.41	7.94	2.57	.	0.12	2.22
MASSACHUSETTS	39.39	11.56	15.57	0.47	2.36	.	0.47	30.19
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	61.88	30.87	4.49	0.87	0.29	0.29	0.43	0.87
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	50.53	27.37	6.32	5.26	1.05	.	.	9.47
MONTANA	53.28	30.33	7.38	.	.	.	0.82	8.20
NEBRASKA	49.34	14.96	27.56	1.57	0.26	1.31	.	4.99
NEVADA	11.83	68.82	2.69	1.08	.	.	.	15.59
NEW HAMPSHIRE	52.09	20.08	21.34	3.35	1.88	.	0.84	0.42
NEW JERSEY	16.57	30.86	24.57	1.14	1.71	.	.	25.14
NEW MEXICO	46.81	20.85	31.49	.	.	.	.	0.85
NEW YORK	48.12	18.17	28.38	3.62	0.57	0.09	0.04	1.00
NORTH CAROLINA	59.20	22.24	15.74	0.39	0.23	0.08	.	2.11
NORTH DAKOTA	75.61	7.32	10.98	2.44	.	.	.	3.66
OHIO	39.43	1.23	3.49	1.03	1.03	.	.	53.80
OKLAHOMA	35.98	20.12	32.93	9.15	0.61	.	.	1.22
OREGON	56.11	18.43	20.08	1.66	0.41	0.21	0.21	2.90
PENNSYLVANIA	70.59	10.29	19.12	.	.	.	.	.
PUERTO RICO	20.22	57.35	13.97	0.37	0.37	.	.	7.72
RHODE ISLAND	45.96	19.88	22.98	.	1.86	.	1.24	8.07
SOUTH CAROLINA	23.08	55.77	18.27	.	2.88	.	.	.
SOUTH DAKOTA	56.67	33.33	8.33	.	1.67	.	.	.
TENNESSEE	45.98	24.18	16.87	0.95	0.24	.	.	11.77
TEXAS	25.44	46.37	24.72	1.02	0.07	0.87	0.02	1.49
UTAH	33.50	29.44	34.52	0.51	.	.	.	2.03
VERMONT	92.59	0.93	0.93	.	.	.	.	5.56
VIRGINIA	47.39	26.22	24.92	0.16	0.16	.	.	1.14
WASHINGTON	42.41	34.26	22.48	0.18	0.49	.	.	0.18
WEST VIRGINIA	27.45	58.82	13.73	.	.	.	.	.
WISCONSIN	75.76	12.55	4.33	1.30	.	.	.	6.06
WYOMING	46.46	39.39	12.12	0.51	0.51	0.51	0.51	.
AMERICAN SAMOA	.	.	.	100.00	.	.	.	.
GUAM	43.75	37.50	12.50	6.25	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	75.00	.	.	.	.	25.00
BUR. OF INDIAN AFFAIRS	51.35	35.14	13.51	.	.	.	.	.
U.S. AND OUTLYING AREAS	44.76	26.93	22.24	1.53	0.63	0.21	0.08	3.62
50 STATES, D.C., & P.R.	44.76	26.92	22.25	1.53	0.63	0.21	0.08	3.62

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994

SOURCE: AR_AB4.SFW

Table AB4

Number of Children Age 6-11 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

VISUAL IMPAIRMENTS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	NUMBER							
ALABAMA	96	17	18	13	0	25	0	1
ALASKA	4	8	1	0	0	0	0	0
ARIZONA	41	91	22	6	1	8	4	0
ARKANSAS	23	16	6	0	0	34	0	0
CALIFORNIA	650	236	571	57	8	3	2	2
COLORADO	87	30	5	0	0	12	0	0
CONNECTICUT	97	27	78	15	8	0	2	7
DELAWARE	37	9	7	0	0	0	0	6
DISTRICT OF COLUMBIA	1	0	0	11	0	0	0	0
FLORIDA	174	57	53	138	0	128	0	0
GEORGIA	98	40	25	5	0	42	0	1
HAWAII	14	5	5	1	0	0	0	0
IDAHO	20	9	1	0	0	0	0	0
ILLINOIS	149	217	139	7	3	15	0	0
INDIANA	143	4	37	34	0	35	0	0
IOWA	39	19	5	0	0	14	0	0
KANSAS	66	12	4	1	0	8	0	0
KENTUCKY	128	22	2	1	0	35	0	0
LOUISIANA	70	49	71	3	0	12	0	0
MAINE	36	16	3	0	0	0	0	0
MARYLAND	107	34	24	13	2	40	0	0
MASSACHUSETTS	186	43	49	1	6	0	2	1
MICHIGAN	210	69	80	4	.	1	0	1
MINNESOTA	121	24	4	0	1	15	0	0
MISSISSIPPI	8	28	36	1	0	21	0	2
MISSOURI	116	28	34	22	4	0	0	0
MONTANA	30	13	10	1	0	0	0	0
NEBRASKA	63	24	7	1	0	4	0	0
NEVADA	4	3	33	1	0	0	0	0
NEW HAMPSHIRE	10	0	2	46	0	0	0	0
NEW JERSEY	119	26	15	0	11	1	0	0
NEW MEXICO	30	4	26	9	0	0	0	0
NEW YORK	247	97	153	22	39	17	0	1
NORTH CAROLINA	174	68	17	5	0	18	0	0
NORTH DAKOTA	23	2	4	1	0	0	0	0
OHIO	170	93	122	13	2	23	.	2
OKLAHOMA	76	19	27	8	2	22	0	0
OREGON	111	16	42	3	2	15	0	9
PENNSYLVANIA	439	48	105	3	58	0	46	0
PUERTO RICO	31	125	22	0	0	1	0	0
RHODE ISLAND	16	9	5	0	2	0	0	0
SOUTH CAROLINA	81	50	30	8	0	5	0	0
SOUTH DAKOTA	28	3	2	0	0	2	0	0
TENNESSEE	268	56	34	6	2	2	0	1
TEXAS	211	390	224	12	0	63	0	15
UTAH	48	18	14	0	0	41	0	0
VERMONT	12	1	1	0	0	0	0	0
VIRGINIA	199	21	10	0	3	11	0	3
WASHINGTON	97	39	21	3	3	7	0	0
WEST VIRGINIA	14	41	1	5	0	13	0	0
WISCONSIN	93	6	6	3	0	13	0	0
WYOMING	13	8	5	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	4	2	2	0	0	0	0	0
NORTHERN MARIANAS	18	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	3	4	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	5,353	2,296	2,220	483	157	706	56	52
50 STATES, D.C., & P.R.	5,328	2,290	2,218	483	157	706	56	52

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB4.SFW

Table AB4

Percentage of Children Age 6-11 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

VISUAL IMPAIRMENTS

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	56.47	10.00	10.59	7.65		14.71		0.59
ALASKA	30.77	61.54	7.69					
ARIZONA	23.70	52.60	12.72	3.47	0.58	4.62	2.31	
ARKANSAS	29.11	20.25	7.59			43.04		
CALIFORNIA	42.51	15.43	37.34	3.73	0.52	0.20	0.13	0.13
COLORADO	64.93	22.39	3.73			8.96		
CONNECTICUT	41.45	11.54	33.33	6.41	3.42		0.85	2.99
DELAWARE	62.71	15.25	11.86					10.17
DISTRICT OF COLUMBIA	8.33			91.67				
FLORIDA	31.64	10.36	9.64	25.09		23.27		
GEORGIA	46.45	18.96	11.85	2.37		19.91		0.47
HAWAII	56.00	20.00	20.00	4.00				
IDAHO	66.67	30.00	3.33					
ILLINOIS	28.11	40.94	26.23	1.32	0.57	2.83		
INDIANA	56.52	1.58	14.62	13.44		13.83		
IOWA	50.65	24.68	6.49			18.18		
KANSAS	72.53	13.19	4.40	1.10		8.79		
KENTUCKY	68.09	11.70	1.06	0.53		18.62		
LOUISIANA	34.15	23.90	34.63	1.46		5.85		
MAINE	65.45	29.09	5.45					
MARYLAND	48.64	15.45	10.91	5.91	0.91	18.18		
MASSACHUSETTS	64.58	14.93	17.01	0.35	2.08		0.69	0.35
MICHIGAN	57.53	18.90	21.92	1.10		0.27		0.27
MINNESOTA	73.33	14.55	2.42		0.61	9.09		
MISSISSIPPI	8.33	29.17	37.50	1.04		21.88		2.08
MISSOURI	56.86	13.73	16.67	10.78	1.96			
MONTANA	55.56	24.07	18.52	1.85				
NEBRASKA	63.64	24.24	7.07	1.01		4.04		
NEVADA	9.76	7.32	80.49	2.44				
NEW HAMPSHIRE	17.24		3.45	79.31				
NEW JERSEY	69.19	15.12	8.72		6.40	0.58		
NEW MEXICO	43.48	5.80	37.68	13.04				
NEW YORK	42.88	16.84	26.56	3.82	6.77	2.95		0.17
NORTH CAROLINA	61.70	24.11	6.03	1.77		6.38		
NORTH DAKOTA	76.67	6.67	13.33	3.33				
OHIO	40.00	21.88	28.71	3.06	0.47	5.41		0.47
OKLAHOMA	49.35	12.34	17.53	5.19	1.30	14.29		
OREGON	56.06	8.08	21.21	1.52	1.01	7.58		4.55
PENNSYLVANIA	62.80	6.87	15.02	0.43	8.30		6.58	
PUERTO RICO	17.32	69.83	12.29			0.56		
RHODE ISLAND	50.00	28.13	15.63		6.25			
SOUTH CAROLINA	46.55	28.74	17.24	4.60		2.87		
SOUTH DAKOTA	80.00	8.57	5.71			5.71		
TENNESSEE	72.63	15.18	9.21	1.63	0.54	0.54		0.27
TEXAS	23.06	4[illegible].62	24.48	1.31		6.89		1.64
UTAH	39.67	14.88	11.57			33.88		
VERMONT	85.71	7.14	7.14					
VIRGINIA	80.57	8.50	4.05		1.21	4.45		1.21
WASHINGTON	57.06	22.94	12.35	1.76	1.76	4.12		
WEST VIRGINIA	18.92	55.41	1.35	6.76		17.57		
WISCONSIN	76.86	4.96	4.96	2.48		10.74		
WYOMING	50.00	30.77	19.23					
AMERICAN SAMOA								
GUAM	50.00	25.00	25.00					
NORTHERN MARIANAS	100.00							
PALAU								
VIRGIN ISLANDS								
BUR. OF INDIAN AFFAIRS	42.86	57.14						
U.S. AND OUTLYING AREAS	47.28	20.28	19.61	4.27	1.39	6.24	0.49	0.46
50 STATES, D.C., & P.R.	47.19	20.28	19.65	4.28	1.39	6.25	0.50	0.46

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB4.SFW

Table AB4

Number of Children Age 6-11 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

AUTISM

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	4	5	21	15	13	5	8	0
ALASKA	2	3	6	0	0	0	0	0
ARIZONA	1	6	66	2	40	0	0	0
ARKANSAS	4	3	19	0	3	0	0	0
CALIFORNIA	63	48	702	49	34	0	0	3
COLORADO	1	2	6	0	0	0	0	0
CONNECTICUT	16	13	42	12	12	0	1	0
DELAWARE	0	1	4	56	0	9	0	0
DISTRICT OF COLUMBIA	0	0	23	0	0	0	0	0
FLORIDA	37	5	92	134	10	0	0	1
GEORGIA	22	4	130	2	0	0	0	0
HAWAII	0	4	24	0	0	0	0	0
IDAHO	5	2	16	0	0	0	0	0
ILLINOIS	9	6	181	41	70	0	0	0
INDIANA	3	0	259	5	0	0	0	1
IOWA	1	8	22	3	0	0	0	0
KANSAS	11	11	24	2	0	1	0	0
KENTUCKY	7	3	22	2	0	0	0	0
LOUISIANA	1	5	243	18	1	6	1	0
MAINE	10	8	15	0	1	0	1	1
MARYLAND	2	1	16	3	0	0	0	0
MASSACHUSETTS	13	3	132	6	31	0	14	1
MICHIGAN	97	50	290	135		0	0	0
MINNESOTA	44	56	71	20	1	0	1	0
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	14	14	160	58	12	2	4	0
MONTANA	2	3	8	0	0	0	0	0
NEBRASKA	0	0	0	0	0	0	0	0
NEVADA	0	0	3	1	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	0
NEW JERSEY	0	1	43	54	180	5	4	1
NEW MEXICO	0	0	5	0	0	0	0	0
NEW YORK	78	19	131	677	79	0	22	3
NORTH CAROLINA	35	17	358	54	4	0	0	0
NORTH DAKOTA	3	1	5	0	0	0	1	0
OHIO	0	12	5	0	0	0		0
OKLAHOMA	2	1	19	3	0	4	0	2
OREGON	124	41	158	5	2	0	0	0
PENNSYLVANIA	22	11	286	92	27	0	2	0
PUERTO RICO	11	9	114	1	1	0	0	10
RHODE ISLAND	0	1	1	0	6	0	1	0
SOUTH CAROLINA	2	4	64	2	0	0	0	0
SOUTH DAKOTA	4	7	8	1	0	0	3	1
TENNESSEE	13	8	148	1	1	1	0	1
TEXAS	186	339	184	8	1	15	0	12
UTAH	1	1	38	11	0	1	0	0
VERMONT	5	0	0	0	0	0	1	0
VIRGINIA	5	21	274	51	4	2	6	1
WASHINGTON	0	0	0	0	0	0	0	0
WEST VIRGINIA	3	16	52	0	0	0	0	0
WISCONSIN	6	6	69	2	0	0	0	0
WYOMING	0	1	12	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	1	0	0	0	0	0	0	0
NORTHERN MARIANAS	2	4	1	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	3	0	0	0	1	0
BUR. OF INDIAN AFFAIRS	0	5	5	0	0	0	0	0
U.S. AND OUTLYING AREAS	872	789	4,580	1,526	533	51	71	38
50 STATES, D.C., & P.R.	869	780	4,571	1,526	533	51	70	38

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB4.SFW

Table AB4

Percentage of Children Age 6-11 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

AUTISM

PERCENTAGE

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	5.63	7.04	29.58	21.13	18.31	7.04	11.27	
ALASKA	18.18	27.27	54.55					
ARIZONA	0.87	5.22	57.39	1.74	34.78			
ARKANSAS	13.79	10.34	65.52		10.34			
CALIFORNIA	7.01	5.34	78.09	5.45	3.78			0.33
COLORADO	11.11	22.22	66.67					
CONNECTICUT	16.67	13.54	43.75	12.50	12.50		1.04	
DELAWARE		1.43	5.71	80.00		12.86		
DISTRICT OF COLUMBIA			100.00					
FLORIDA	13.26	1.79	32.97	48.03	3.58			0.36
GEORGIA	13.92	2.53	82.28	1.27				
HAWAII		14.29	85.71					
IDAHO	21.74	8.70	69.57					
ILLINOIS	2.93	1.95	58.96	13.36	22.80			
INDIANA	1.12		96.64	1.87				0.37
IOWA	2.94	23.53	64.71	8.82				
KANSAS	22.45	22.45	48.98	4.08		2.04		
KENTUCKY	20.59	8.82	64.71	5.88				
LOUISIANA	0.36	1.82	88.36	6.55	0.36	2.18	0.36	
MAINE	27.78	22.22	41.67		2.78		2.78	2.78
MARYLAND	9.09	4.55	72.73	13.64				
MASSACHUSETTS	6.50	1.50	66.00	3.00	15.50		7.00	0.50
MICHIGAN	16.96	8.74	50.70	23.60				
MINNESOTA	22.80	29.02	36.79	10.36	0.52		0.52	
MISSISSIPPI								
MISSOURI	5.30	5.30	60.61	21.97	4.55	0.76	1.52	
MONTANA	15.38	23.08	61.54					
NEBRASKA								
NEVADA			75.00	25.00				
NEW HAMPSHIRE								
NEW JERSEY		0.35	14.93	18.75	62.50	1.74	1.39	0.35
NEW MEXICO			100.00					
NEW YORK	7.73	1.88	12.98	67.10	7.83		2.18	0.30
NORTH CAROLINA	7.48	3.63	76.50	11.54	0.85			
NORTH DAKOTA	30.00	10.00	50.00				10.00	
OHIO		70.59	29.41					
OKLAHOMA	6.45	3.23	61.29	9.68		12.90		6.45
OREGON	37.58	12.42	47.88	1.52	0.61			
PENNSYLVANIA	5.00	2.50	65.00	20.91	6.14		0.45	
PUERTO RICO	7.53	6.16	78.08	0.68	0.68			6.85
RHODE ISLAND		11.11	11.11		66.67		11.11	
SOUTH CAROLINA	2.78	5.56	88.89	2.78				
SOUTH DAKOTA	16.67	29.17	33.33	4.17			12.50	4.17
TENNESSEE	7.51	4.62	85.55	0.58	0.58	0.58		0.58
TEXAS	24.97	45.50	24.70	1.07	0.13	2.01		1.61
UTAH	1.92	1.92	73.08	21.15		1.92		
VERMONT	83.33						16.67	
VIRGINIA	1.37	5.77	75.27	14.01	1.10	0.55	1.65	0.27
WASHINGTON								
WEST VIRGINIA	4.23	22.54	73.24					
WISCONSIN	7.23	7.23	83.13	2.41				
WYOMING		7.69	92.31					
AMERICAN SAMOA								
GUAM	100.00							
NORTHERN MARIANAS	28.57	57.14	14.29					
PALAU								
VIRGIN ISLANDS			75.00				25.00	
BUR. OF INDIAN AFFAIRS		50.00	50.00					
U.S. AND OUTLYING AREAS	10.31	9.33	54.14	18.04	6.30	0.60	0.84	0.45
50 STATES, D.C., & P.R.	10.30	9.24	54.17	18.08	6.32	0.60	0.83	0.45

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB4.SFW

Table AB4

Number of Children Age 6-11 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

DEAF-BLINDNESS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0	0	2	0	0	1	0	0
ALASKA	1	0	0	0	0	0	0	0
ARIZONA	0	0	0	0	0	0	0	0
ARKANSAS	0	0	0	4	0	0	0	0
CALIFORNIA	7	7	28	2	2	3	0	0
COLORADO	4	2	14	6	0	2	0	0
CONNECTICUT	3	1	6	0	1	0	1	1
DELAWARE	0	0	0	10	0	2	0	0
DISTRICT OF COLUMBIA	0	0	0	6	0	0	0	0
FLORIDA	0	0	4	4	2	0	0	0
GEORGIA	1	1	1	0	0	5	0	1
HAWAII	0	0	0	0	0	0	0	0
IDAHO	4	1	2	0	0	0	0	0
ILLINOIS	2	2	4	1	0	5	0	0
INDIANA	1	0	25	1	0	1	0	0
IOWA	0	0	8	0	0	3	0	0
KANSAS	0	1	4	0	0	1	0	0
KENTUCKY	1	0	2	1	0	0	0	0
LOUISIANA	0	0	4	0	0	0	0	0
MAINE	1	0	0	0	0	0	1	0
MARYLAND	1	0	1	7	0	9	0	1
MASSACHUSETTS	0	0	7	0	3	0	1	0
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	2	2	3	1	1	2	0	0
MISSISSIPPI	0	0	5	1	0	1	0	0
MISSOURI	10	2	30	12	2	6	0	0
MONTANA	4	3	6	1	0	0	0	0
NEBRASKA	0	1	1	0	0	0	0	0
NEVADA	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	2	0	0	0	0
NEW JERSEY	1	0	4	1	23	23	1	0
NEW MEXICO	0	0	0	0	0	4	0	0
NEW YORK	30	1	12	0	2	2	2	0
NORTH CAROLINA	0	0	0	2	0	3	1	0
NORTH DAKOTA	0	2	1	0	0	17	0	0
OHIO	1	0	1	1	0	1	.	0
OKLAHOMA	0	2	11	3	0	0	1	1
OREGON	2	0	1	0	0	1	0	0
PENNSYLVANIA	1	1	0	0	0	0	0	0
PUERTO RICO	0	0	0	3	0	0	0	0
RHODE ISLAND	0	0	1	0	0	0	0	0
SOUTH CAROLINA	0	0	3	3	0	3	0	0
SOUTH DAKOTA	1	1	0	1	0	2	1	0
TENNESSEE	0	0	5	0	0	0	0	0
TEXAS	18	34	20	1	0	7	0	1
UTAH	1	0	6	14	0	5	0	0
VERMONT	0	0	0	0	0	0	0	0
VIRGINIA	0	0	0	0	0	0	0	0
WASHINGTON	2	3	8	0	2	1	0	0
WEST VIRGINIA	0	0	0	1	0	6	0	0
WISCONSIN	0	0	1	0	0	1	0	0
WYOMING	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	5	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	6	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	1	0	0
U.S. AND OUTLYING AREAS	99	67	237	94	38	118	9	5
50 STATES, D.C., & P.R.	99	67	231	89	38	117	9	5

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB4.SFW

BEST COPY AVAILABLE

Table AB4

Percentage of Children Age 6-11 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

DEAF-BLINDNESS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	PERCENTAGE							
ALABAMA			66.67			33.33		
ALASKA	100.00							
ARIZONA								
ARKANSAS				100.00				
CALIFORNIA	14.29	14.29	57.14	4.08	4.08	6.12		
COLORADO	14.29	7.14	50.00	21.43		7.14		
CONNECTICUT	23.08	7.69	46.15		7.69		7.69	7.69
DELAWARE				83.33		16.67		
DISTRICT OF COLUMBIA				100.00				
FLORIDA			40.00	40.00	20.00			
GEORGIA	11.11	11.11	11.11			55.56		11.11
HAWAII								
IDAHO	57.14	14.29	28.57					
ILLINOIS	14.29	14.29	28.57	7.14		35.71		
INDIANA	3.57		89.29	3.57		3.57		
IOWA			72.73			27.27		
KANSAS		16.67	66.67			16.67		
KENTUCKY	25.00		50.00	25.00				
LOUISIANA			100.00					
MAINE	50.00						50.00	
MARYLAND	5.26		5.26	36.84		47.37		5.26
MASSACHUSETTS			63.64		27.27		9.09	
MICHIGAN								
MINNESOTA	18.18	18.18	27.27	9.09	9.09	18.18		
MISSISSIPPI			71.43	14.29		14.29		
MISSOURI	16.13	3.23	48.39	19.35	3.23	9.68		
MONTANA	28.57	21.43	42.86	7.14				
NEBRASKA		50.00	50.00					
NEVADA								
NEW HAMPSHIRE				100.00				
NEW JERSEY	1.89		7.55	1.89	43.40	43.40	1.89	
NEW MEXICO						100.00		
NEW YORK	61.22	2.04	24.49		4.08	4.08	4.08	
NORTH CAROLINA				33.33		50.00	16.67	
NORTH DAKOTA		10.00	5.00			85.00		
OHIO	25.00		25.00	25.00		25.00		
OKLAHOMA		11.11	61.11	16.67			5.56	5.56
OREGON	50.00		25.00			25.00		
PENNSYLVANIA	50.00	50.00						
PUERTO RICO				100.00				
RHODE ISLAND			100.00					
SOUTH CAROLINA			33.33	33.33		33.33		
SOUTH DAKOTA	16.67	16.67		16.67		33.33	16.67	
TENNESSEE			100.00					
TEXAS	22.22	41.98	24.69	1.23		8.64		1.23
UTAH	3.85		23.08	53.85		19.23		
VERMONT								
VIRGINIA								
WASHINGTON	12.50	18.75	50.00		12.50	6.25		
WEST VIRGINIA				14.29		85.71		
WISCONSIN			50.00			50.00		
WYOMING								
AMERICAN SAMOA				100.00				
GUAM								
NORTHERN MARIANAS								
PALAU								
VIRGIN ISLANDS			100.00					
BUR. OF INDIAN AFFAIRS						100.00		
U.S. AND OUTLYING AREAS	14.84	10.04	35.53	14.09	5.70	17.69	1.35	0.75
50 STATES, D.C., & P.R.	15.11	10.23	35.27	13.59	5.80	17.86	1.37	0.76

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994

SOURCE: AR_AB4.SFW

Table AB4

Number of Children Age 6-11 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

TRAUMATIC BRAIN INJURY

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	NUMBER							
ALABAMA	13	5	9	0	0	0	0	0
ALASKA	1	4	1	0	0	0	0	0
ARIZONA	0	4	2	0	0	0	0	1
ARKANSAS	0	4	7	0	0	0	1	0
CALIFORNIA	18	12	34	10	2	0	0	3
COLORADO	0	13	1	0	0	0	0	0
CONNECTICUT	1	4	2	0	3	0	0	0
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	12	21	10	0	0	0	0	0
HAWAII	0	0	0	0	0	0	0	0
IDAHO	5	2	1	0	0	0	0	0
ILLINOIS	0	11	16	3	0	0	0	0
INDIANA	0	0	41	0	0	0	0	0
IOWA	2	2	1	0	0	0	0	1
KANSAS	15	10	10	1	0	2	0	1
KENTUCKY	3	4	1	0	0	0	0	0
LOUISIANA	0	2	2	0	0	0	0	0
MAINE	11	3	1	0	1	0	0	0
MARYLAND	3	1	7	0	1	0	0	0
MASSACHUSETTS	23	11	47	3	11	0	2	4
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	14	4	3	0	0	0	0	0
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	6	10	10	6	0	0	0	0
MONTANA	2	4	4	0	0	0	0	0
NEBRASKA	0	0	0	0	0	0	0	0
NEVADA	2	2	1	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	0
NEW JERSEY	0	0	10	2	7	1	0	0
NEW MEXICO	3	3	3	0	0	0	0	0
NEW YORK	5	4	7	2	0	0	0	1
NORTH CAROLINA	4	4	3	0	0	0	0	0
NORTH DAKOTA	1	0	0	0	0	0	0	0
OHIO	0	8	0	0	0	0	.	0
OKLAHOMA	2	4	3	0	0	0	0	0
OREGON	9	6	1	0	0	0	0	0
PENNSYLVANIA	14	29	187	5	256	0	10	1
PUERTO RICO	1	4	2	0	0	0	0	3
RHODE ISLAND	2	1	3	0	0	0	0	0
SOUTH CAROLINA	1	1	5	0	0	0	0	0
SOUTH DAKOTA	5	6	0	0	1	0	2	0
TENNESSEE	13	9	8	0	0	0	0	0
TEXAS	9	16	8	0	0	0	0	1
UTAH	0	0	0	0	0	0	0	0
VERMONT	3	0	0	0	0	0	0	0
VIRGINIA	6	2	7	0	1	0	0	0
WASHINGTON	0	0	0	0	0	0	0	0
WEST VIRGINIA	5	8	0	0	0	0	0	0
WISCONSIN	5	2	4	0	0	0	0	0
WYOMING	4	7	1	0	0	1	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	1	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	2	2	2	0	0	0	0	0
U.S. AND OUTLYING AREAS	225	250	465	32	283	4	15	16
50 STATES, D.C., & P.R.	223	247	463	32	283	4	15	16

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB4.SFW

Table AB4

Percentage of Children Age 6-11 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

TRAUMATIC BRAIN INJURY

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	48.15	18.52	33.33	.	.	.	.	.
ALASKA	16.67	66.67	16.67	.	.	.	.	.
ARIZONA	.	57.14	28.57	.	.	.	.	14.29
ARKANSAS	.	33.33	58.33	.	.	.	8.33	.
CALIFORNIA	22.78	15.19	43.04	12.66	2.53	.	.	3.80
COLORADO	.	92.86	7.14	.	.	.	.	.
CONNECTICUT	10.00	40.00	20.00	.	30.00	.	.	.
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	27.91	48.84	23.26	.	.	.	.	.
HAWAII	.	.	.	.	.	.	.	.
IDAHO	62.50	25.00	12.50	.	.	.	.	.
ILLINOIS	.	36.67	53.33	10.00	.	.	.	.
INDIANA	.	.	100.00	.	.	.	.	.
IOWA	33.33	33.33	16.67	.	.	.	.	16.67
KANSAS	38.46	25.64	25.64	2.56	.	5.13	.	2.56
KENTUCKY	37.50	50.00	12.50	.	.	.	.	.
LOUISIANA	.	50.00	50.00	.	.	.	.	.
MAINE	68.75	18.75	6.25	.	6.25	.	.	.
MARYLAND	25.00	8.33	58.33	.	8.33	.	.	.
MASSACHUSETTS	22.77	10.89	46.53	2.97	10.89	.	1.98	3.96
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	66.67	19.05	14.29	.	.	.	.	.
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	18.75	31.25	31.25	18.75	.	.	.	.
MONTANA	20.00	40.00	40.00	.	.	.	.	.
NEBRASKA	.	.	.	.	.	.	.	.
NEVADA	40.00	40.00	20.00	.	.	.	.	.
NEW HAMPSHIRE	.	.	.	.	.	.	.	.
NEW JERSEY	.	.	50.00	10.00	35.00	5.00	.	.
NEW MEXICO	33.33	33.33	33.33	.	.	.	.	.
NEW YORK	26.32	21.05	36.84	10.53	.	.	.	5.26
NORTH CAROLINA	36.36	36.36	27.27	.	.	.	.	.
NORTH DAKOTA	100.00	.	.	.	.	.	.	.
OHIO	.	100.00	.	.	.	.	.	.
OKLAHOMA	22.22	44.44	33.33	.	.	.	.	.
OREGON	56.25	37.50	6.25	.	.	.	.	.
PENNSYLVANIA	2.79	5.78	37.25	1.00	51.00	.	1.99	0.20
PUERTO RICO	10.00	40.00	20.00	.	.	.	.	30.00
RHODE ISLAND	33.33	16.67	50.00	.	.	.	.	.
SOUTH CAROLINA	14.29	14.29	71.43	.	.	.	.	.
SOUTH DAKOTA	35.71	42.86	.	.	7.14	.	14.29	.
TENNESSEE	43.33	30.00	26.67	.	.	.	.	.
TEXAS	26.47	47.06	23.53	.	.	.	.	2.94
UTAH	.	.	.	.	.	.	.	.
VERMONT	100.00	.	.	.	.	.	.	.
VIRGINIA	37.50	12.50	43.75	.	6.25	.	.	.
WASHINGTON	.	.	.	.	.	.	.	.
WEST VIRGINIA	38.46	61.54	.	.	.	.	.	.
WISCONSIN	45.45	18.18	36.36	.	.	.	.	.
WYOMING	30.77	53.85	7.69	.	.	7.69	.	.
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	100.00	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	33.33	33.33	33.33	.	.	.	.	.
U.S. AND OUTLYING AREAS	17.44	19.38	36.05	2.48	21.94	0.31	1.16	1.24
50 STATES, D.C., & P.R.	17.38	19.25	36.09	2.49	22.06	0.31	1.17	1.25

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994

SOURCE: AR_AB4.SFW

Table AB5

Number of Children Age 12-17 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

ALL DISABILITIES

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	NUMBER							
ALABAMA	14,324	12,094	12,746	468	57	265	162	158
ALASKA	1,819	1,939	917	32	10	12	18	0
ARIZONA	1,558	14,721	6,531	510	304	113	203	89
ARKANSAS	6,424	11,220	3,608	91	202	211	171	128
CALIFORNIA	72,325	60,224	47,988	1,850	3,893	598	990	1,175
COLORADO	4,832	15,573	3,710	196	16	278	289	237
CONNECTICUT	12,696	7,300	5,628	777	1,066	20	510	175
DELAWARE	1,086	1,681	1,503	416	1	16	5	49
DISTRICT OF COLUMBIA	228	883	1,245	250	248	0	173	17
FLORIDA	46,728	30,256	33,149	3,268	136	127	14	487
GEORGIA	14,724	14,865	12,059	235	17	392	59	38
HAWAII	1,717	2,358	1,675	22	0	0	4	55
IDAHO	3,859	2,479	895	95	9	27	9	31
ILLINOIS	7,421	43,050	34,801	4,430	2,984	969	462	788
INDIANA	20,760	7,979	15,350	561	0	319	73	81
IOWA	1,019	20,168	3,780	439	0	306	219	55
KANSAS	6,695	6,556	3,216	404	54	472	93	40
KENTUCKY	5,494	16,687	5,018	376	7	455	23	287
LOUISIANA	7,028	7,064	16,831	717	128	661	52	237
MAINE	4,741	4,766	1,605	130	112	10	160	75
MARYLAND	13,772	6,667	11,774	1,834	755	374	404	122
MASSACHUSETTS	36,804	11,621	9,331	1,741	2,450	0	415	811
MICHIGAN	24,249	23,726	17,850	2,797	.	276	206	83
MINNESOTA	14,936	12,607	3,375	1,381	313	843	109	100
MISSISSIPPI	4,433	11,639	7,908	101	13	102	19	149
MISSOURI	14,496	26,566	11,390	2,373	612	212	142	128
MONTANA	3,245	2,444	834	20	0	39	58	40
NEBRASKA	6,645	3,871	1,782	155	46	139	20	42
NEVADA	1,498	4,698	1,280	373	15	11	5	119
NEW HAMPSHIRE	4,953	2,129	1,651	180	209	56	225	11
NEW JERSEY	7,706	26,421	27,500	3,801	4,716	278	70	543
NEW MEXICO	5,702	5,647	5,541	40	0	238	4	32
NEW YORK	32,725	43,465	56,232	11,043	2,818	639	803	944
NORTH CAROLINA	19,111	15,916	10,637	992	53	480	128	307
NORTH DAKOTA	3,491	722	474	5	4	45	34	10
OHIO	19,286	42,987	14,057	4,231	1,197	451	.	1,832
OKLAHOMA	9,994	11,754	5,186	218	31	265	57	118
OREGON	12,836	6,900	1,972	138	362	123	74	156
PENNSYLVANIA	20,511	30,997	25,135	2,604	1,528	868	277	333
PUERTO RICO	665	7,843	5,512	454	130	75	29	475
RHODE ISLAND	4,037	1,904	2,278	46	245	0	195	125
SOUTH CAROLINA	3,738	14,185	8,703	454	11	291	8	133
SOUTH DAKOTA	2,557	1,611	381	52	28	100	86	2
TENNESSEE	15,434	17,771	10,126	388	346	296	12	823
TEXAS	39,287	71,718	38,496	1,611	93	2,256	15	2,350
UTAH	5,623	6,865	4,536	455	0	190	0	85
VERMONT	3,648	170	239	60	46	8	94	18
VIRGINIA	14,246	18,491	13,025	518	392	593	323	107
WASHINGTON	13,906	12,818	6,293	184	103	132	13	170
WEST VIRGINIA	1,580	11,366	4,830	179	46	152	17	44
WISCONSIN	9,634	18,403	8,154	566	11	254	3	81
WYOMING	2,039	2,236	618	35	2	123	35	14
AMERICAN SAMOA	129	30	5	17	0	0	0	0
GUAM	243	195	269	12	2	1	0	0
NORTHERN MARIANAS	82	18	3	0	4	0	0	2
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	29	65	298	17	0	0	13	6
BUR. OF INDIAN AFFAIRS	1,171	1,289	207	0	0	18	73	0
U.S. AND OUTLYING AREAS	609,919	759,618	530,137	54,342	25,825	15,179	7,655	14,517
50 STATES, D.C., & P.R.	608,265	758,021	529,355	54,296	25,819	15,160	7,569	14,509

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB5.SFW

Table AB5

Percentage of Children Age 12-17 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

ALL DISABILITIES

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	35.57	30.03	31.65	1.16	0.14	0.66	0.40	0.39
ALASKA	38.32	40.85	19.32	0.67	0.21	0.25	0.38	.
ARIZONA	6.48	61.26	27.18	2.12	1.27	0.47	0.84	0.37
ARKANSAS	29.13	50.87	16.36	0.41	0.92	0.96	0.78	0.58
CALIFORNIA	38.26	31.86	25.38	0.98	2.06	0.32	0.52	0.62
COLORADO	19.23	61.97	14.76	0.78	0.06	1.11	1.15	0.94
CONNECTICUT	45.07	25.91	19.98	2.76	3.78	0.07	1.81	0.62
DELAWARE	22.83	35.34	31.60	8.75	0.02	0.34	0.11	1.03
DISTRICT OF COLUMBIA	7.49	29.01	40.90	8.21	8.15	.	5.68	0.56
FLORIDA	40.93	26.50	29.04	2.86	0.12	0.11	0.01	0.43
GEORGIA	34.74	35.07	28.45	0.55	0.04	0.92	0.14	0.09
HAWAII	29.45	40.44	28.73	0.38	.	.	0.07	0.94
IDAHO	52.12	33.48	12.09	1.28	0.12	0.36	0.12	0.42
ILLINOIS	7.82	45.36	36.67	4.67	3.14	1.02	0.49	0.83
INDIANA	46.01	17.68	34.02	1.24	.	0.71	0.16	0.18
IOWA	3.92	77.61	14.55	1.69	.	1.18	0.84	0.21
KANSAS	38.19	37.40	18.35	2.30	0.31	2.69	0.53	0.23
KENTUCKY	19.38	58.87	17.70	1.33	0.02	1.61	0.08	1.01
LOUISIANA	21.48	21.59	51.44	2.19	0.39	2.02	0.16	0.72
MAINE	40.87	41.09	13.84	1.12	0.97	0.09	1.38	0.65
MARYLAND	38.57	18.67	32.98	5.14	2.11	1.05	1.13	0.34
MASSACHUSETTS	58.26	18.40	14.77	2.76	3.88	.	0.66	1.28
MICHIGAN	35.05	34.29	25.80	4.04	.	0.40	0.30	0.12
MINNESOTA	44.37	37.45	10.03	4.10	0.93	2.50	0.32	0.30
MISSISSIPPI	18.19	47.77	32.46	0.41	0.05	0.42	0.08	0.61
MISSOURI	25.92	47.51	20.37	4.24	1.09	0.38	0.25	0.23
MONTANA	48.58	36.59	12.49	0.30	.	0.58	0.87	0.60
NEBRASKA	52.32	30.48	14.03	1.22	0.36	1.09	0.16	0.33
NEVADA	18.73	58.73	16.00	4.66	0.19	0.14	0.06	1.49
NEW HAMPSHIRE	52.61	22.62	17.54	1.91	2.22	0.59	2.39	0.12
NEW JERSEY	10.85	37.19	38.71	5.35	6.64	0.39	0.10	0.76
NEW MEXICO	33.14	32.82	32.21	0.23	.	1.38	0.02	0.19
NEW YORK	22.01	29.24	37.82	7.43	1.90	0.43	0.54	0.63
NORTH CAROLINA	40.13	33.42	22.34	2.08	0.11	1.01	0.27	0.64
NORTH DAKOTA	72.96	15.09	9.91	0.10	0.08	0.94	0.71	0.21
OHIO	22.95	51.15	16.73	5.03	1.42	0.54	.	2.18
OKLAHOMA	36.18	42.55	18.77	0.79	0.11	0.96	0.21	0.43
OREGON	56.89	30.58	8.74	0.61	1.60	0.55	0.33	0.69
PENNSYLVANIA	24.94	37.68	30.56	3.17	1.86	1.06	0.34	0.40
PUERTO RICO	4.38	51.66	36.30	2.99	0.86	0.49	0.19	3.13
RHODE ISLAND	45.72	21.56	25.80	0.52	2.77	.	2.21	1.42
SOUTH CAROLINA	13.58	51.54	31.62	1.65	0.04	1.06	0.03	0.48
SOUTH DAKOTA	53.08	33.44	7.91	1.08	0.58	2.08	1.79	0.04
TENNESSEE	34.15	39.32	22.40	0.86	0.77	0.65	0.03	1.82
TEXAS	25.21	46.02	24.70	1.03	0.06	1.45	0.01	1.51
UTAH	31.67	38.67	25.55	2.56	.	1.07	.	0.48
VERMONT	85.17	3.97	5.58	1.40	1.07	0.19	2.19	0.42
VIRGINIA	29.87	38.77	27.31	1.09	0.82	1.24	0.68	0.22
WASHINGTON	41.36	38.13	18.72	0.55	0.31	0.39	0.04	0.51
WEST VIRGINIA	8.67	62.40	26.52	0.98	0.25	0.83	0.09	0.24
WISCONSIN	25.96	49.60	21.97	1.53	0.03	0.68	0.01	0.22
WYOMING	39.96	43.83	12.11	0.69	0.04	2.41	0.69	0.27
AMERICAN SAMOA	71.27	16.57	2.76	9.39	.	.	.	.
GUAM	33.66	27.01	37.26	1.66	0.28	0.14	.	.
NORTHERN MARIANAS	75.23	16.51	2.75	.	3.67	.	.	1.83
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	6.78	15.19	69.63	3.97	.	.	3.04	1.40
BUR. OF INDIAN AFFAIRS	42.46	46.74	7.51	.	.	0.65	2.65	.
U.S. AND OUTLYING AREAS	30.24	37.66	26.28	2.69	1.28	0.75	0.38	0.72
50 STATES, D.C., & P.R.	30.22	37.66	26.30	2.70	1.28	0.75	0.38	0.72

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES

DATA AS OF OCTOBER 1, 1994

SOURCE: AR_AB5.SFW

Table AB5

Number of Children Age 12-17 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

SPECIFIC LEARNING DISABILITIES

--NUMBER--

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	10,344	7,855	2,246	5	5	4	8	37
ALASKA	1,479	1,574	457	14	0	5	12	0
ARIZONA	1,277	12,532	3,371	13	24	10	3	18
ARKANSAS	5,396	8,178	1,119	10	22	0	19	59
CALIFORNIA	56,799	53,675	29,006	111	714	0	86	378
COLORADO	2,870	11,382	842	13	2	47	29	20
CONNECTICUT	9,090	4,875	2,370	60	169	2	46	23
DELAWARE	820	1,402	972	104	0	2	0	2
DISTRICT OF COLUMBIA	151	831	843	23	128	0	0	0
FLORIDA	15,674	26,254	14,422	83	61	26	0	26
GEORGIA	8,200	6,957	1,993	1	3	0	0	4
HAWAII	1,207	1,872	588	0	0	0	0	17
IDAHO	3,136	1,809	243	13	2	12	0	1
ILLINOIS	2,206	37,817	18,513	268	148	54	12	29
INDIANA	16,060	6,857	4,835	3	0	33	3	27
IOWA	62	13,996	337	3	0	21	7	11
KANSAS	4,842	4,502	705	12	0	14	6	5
KENTUCKY	2,883	9,649	1,211	59	1	41	2	59
LOUISIANA	4,498	5,855	8,843	147	72	82	4	88
MAINE	2,840	3,136	362	16	4	0	5	5
MARYLAND	10,168	5,413	7,475	118	91	8	13	41
MASSACHUSETTS	25,238	8,316	3,501	290	331	0	43	44
MICHIGAN	15,883	17,609	8,515	56	.	7	26	11
MINNESOTA	9,532	6,803	608	52	16	35	9	10
MISSISSIPPI	3,059	10,689	5,004	3	0	0	5	51
MISSOURI	8,940	21,730	4,502	132	102	2	8	18
MONTANA	2,374	2,016	262	2	0	16	13	2
NEBRASKA	4,494	2,449	323	7	6	31	5	6
NEVADA	1,108	4,100	601	145	1	4	0	7
NEW HAMPSHIRE	3,651	1,489	970	11	54	11	62	4
NEW JERSEY	3,752	23,607	20,775	859	808	13	3	136
NEW MEXICO	3,674	3,770	2,439	0	0	27	3	4
NEW YORK	25,180	36,917	36,783	1,333	381	63	74	188
NORTH CAROLINA	13,987	10,398	2,688	25	1	28	0	91
NORTH DAKOTA	2,692	401	24	1	0	3	5	1
OHIO	14,126	25,831	2,724	62	778	101	.	47
OKLAHOMA	8,055	9,122	968	13	11	27	11	27
OREGON	9,318	5,310	378	25	124	13	4	35
PENNSYLVANIA	14,177	23,348	11,458	238	0	167	0	13
PUERTO RICO	341	4,351	1,142	76	11	21	2	16
RHODE ISLAND	3,367	1,599	1,507	0	40	0	29	18
SOUTH CAROLINA	2,014	10,339	3,253	7	0	17	0	39
SOUTH DAKOTA	2,052	1,124	67	4	0	8	1	0
TENNESSEE	12,195	13,838	4,585	69	98	23	1	64
TEXAS	23,611	43,036	22,873	918	55	522	9	1,369
UTAH	3,797	4,973	1,860	21	0	0	0	13
VERMONT	2,292	77	41	3	18	1	21	3
VIRGINIA	10,701	14,061	6,117	40	71	93	41	23
WASHINGTON	9,391	8,897	2,110	16	9	0	2	15
WEST VIRGINIA	1,257	8,480	1,677	1	0	24	1	7
WISCONSIN	4,766	10,122	1,140	18	0	3	0	13
WYOMING	1,422	1,686	225	4	2	37	8	4
AMERICAN SAMOA	70	8	0	0	0	0	0	0
GUAM	182	174	186	4	0	0	0	0
NORTHERN MARIANAS	56	4	1	0	2	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	18	65	0	2	0	0	0	0
BUR. OF INDIAN AFFAIRS	641	1,017	115	0	0	0	0	0
U.S. AND OUTLYING AREAS	407,415	564,177	250,175	5,513	4,365	1,658	641	3,129
50 STATES, D.C., & P.R.	406,448	562,909	249,873	5,507	4,363	1,658	641	3,129

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB5.SFW

Table AB5

Percentage of Children Age 12-17 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

SPECIFIC LEARNING DISABILITIES

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	50.45	38.31	10.95	0.02	0.02	0.02	0.04	0.18
ALASKA	41.77	44.45	12.91	0.40	.	0.14	0.34	.
ARIZONA	7.40	72.66	19.54	0.08	0.14	0.06	0.02	0.10
ARKANSAS	36.45	55.25	7.56	0.07	0.15	.	0.13	0.40
CALIFORNIA	40.35	38.13	20.61	0.08	0.51	.	0.06	0.27
COLORADO	18.88	74.86	5.54	0.09	0.01	0.31	0.19	0.13
CONNECTICUT	54.64	29.31	14.25	0.36	1.02	0.01	0.28	0.14
DELAWARE	24.83	42.46	29.44	3.15	.	0.06	.	0.06
DISTRICT OF COLUMBIA	7.64	42.05	42.66	1.16	6.48	.	.	.
FLORIDA	27.72	46.43	25.50	0.15	0.11	0.05	.	0.05
GEORGIA	47.79	40.55	11.62	0.01	0.02	.	.	0.02
HAWAII	32.76	50.81	15.96	.	.	.	.	0.46
IDAHO	60.12	34.68	4.66	0.25	0.04	0.23	.	0.02
ILLINOIS	3.74	64.05	31.35	0.45	0.25	0.09	0.02	0.05
INDIANA	57.73	24.65	17.38	0.01	.	0.12	0.01	0.10
IOWA	0.43	96.95	2.33	0.02	.	0.15	0.05	0.08
KANSAS	48.01	44.64	6.99	0.12	.	0.14	0.06	0.05
KENTUCKY	20.73	69.39	8.71	0.42	0.01	0.29	0.01	0.42
LOUISIANA	22.96	29.89	45.14	0.75	0.37	0.42	0.02	0.45
MAINE	44.60	49.25	5.68	0.25	0.06	.	0.08	0.08
MARYLAND	43.59	23.20	32.04	0.51	0.39	0.03	0.06	0.18
MASSACHUSETTS	66.83	22.02	9.27	0.77	0.88	.	0.11	0.12
MICHIGAN	37.72	41.82	20.22	0.13	.	0.02	0.06	0.03
MINNESOTA	55.86	39.87	3.56	0.30	0.09	0.21	0.05	0.06
MISSISSIPPI	16.26	56.82	26.60	0.02	.	.	0.03	0.27
MISSOURI	25.23	61.33	12.71	0.37	0.29	0.01	0.02	0.05
MONTANA	50.67	43.03	5.59	0.04	.	0.34	0.28	0.04
NEBRASKA	61.39	33.45	4.41	0.10	0.08	0.42	0.07	0.08
NEVADA	18.57	68.72	10.07	2.43	0.02	0.07	.	0.12
NEW HAMPSHIRE	58.40	23.82	15.52	0.18	0.86	0.18	0.99	0.06
NEW JERSEY	7.51	47.26	41.59	1.72	1.62	0.03	0.01	0.27
NEW MEXICO	37.05	38.02	24.59	.	.	0.27	0.03	0.04
NEW YORK	24.95	36.58	36.45	1.32	0.38	0.06	0.07	0.19
NORTH CAROLINA	51.39	38.20	9.88	0.09	0.00	0.10	.	0.33
NORTH DAKOTA	86.09	12.82	0.77	0.03	.	0.10	0.16	0.03
OHIO	32.35	59.15	6.24	0.14	1.78	0.23	.	0.11
OKLAHOMA	44.18	50.03	5.31	0.07	0.06	0.15	0.06	0.15
OREGON	61.27	34.92	2.49	0.16	0.82	0.09	0.03	0.23
PENNSYLVANIA	28.70	47.26	23.19	0.48	.	0.34	.	0.03
PUERTO RICO	5.72	73.00	19.16	1.28	0.18	0.35	0.03	0.27
RHODE ISLAND	51.33	24.38	22.97	.	0.61	.	0.44	0.27
SOUTH CAROLINA	12.85	65.98	20.76	0.04	.	0.11	.	0.25
SOUTH DAKOTA	63.02	34.52	2.06	0.12	.	0.25	0.03	.
TENNESSEE	39.50	44.82	14.85	0.22	0.32	0.07	0.00	0.21
TEXAS	25.55	46.58	24.76	0.99	0.06	0.56	0.01	1.48
UTAH	35.61	46.63	17.44	0.20	.	.	.	0.12
VERMONT	93.32	3.14	1.67	0.12	0.73	0.04	0.86	0.12
VIRGINIA	34.36	45.14	19.64	0.13	0.23	0.30	0.13	0.07
WASHINGTON	45.94	43.53	10.32	0.08	0.04	.	0.01	0.07
WEST VIRGINIA	10.98	74.08	14.65	0.01	.	0.21	0.01	0.06
WISCONSIN	29.67	63.02	7.10	0.11	.	0.02	.	0.08
WYOMING	41.97	49.76	6.64	0.12	0.06	1.09	0.24	0.12
AMERICAN SAMOA	89.74	10.26	.	.	.	.	.	.
GUAM	33.33	31.87	34.07	0.73	.	.	.	.
NORTHERN MARIANAS	88.89	6.35	1.59	.	3.17	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	21.18	76.47	.	2.35	.	.	.	.
BUR. OF INDIAN AFFAIRS	36.15	57.36	6.49	.	.	.	.	.
U.S. AND OUTLYING AREAS	32.93	45.61	20.22	0.45	0.35	0.13	0.05	0.25
50 STATES, D.C., & P.R.	32.92	45.60	20.24	0.45	0.35	0.13	0.05	0.25

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB5.SFW

Table AB5

Number of Children Age 12-17 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	892	94	14	0	0	0	0	1
ALASKA	196	63	13	0	0	3	0	0
ARIZONA	37	771	21	0	8	0	0	0
ARKANSAS	381	105	42	1	0	0	0	0
CALIFORNIA	9,858	1,801	1,805	8	38	0	0	10
COLORADO	616	668	75	0	1	0	1	1
CONNECTICUT	876	316	147	7	10	0	3	0
DELAWARE	111	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	38	0	19	0	0	0	0	0
FLORIDA	27,756	466	852	10	5	0	0	3
GEORGIA	1,463	230	28	0	0	1	0	0
HAWAII	184	12	13	0	0	0	0	1
IDAHO	222	23	6	0	0	0	0	0
ILLINOIS	4,268	220	211	8	3	2	1	0
INDIANA	2,273	0	0	0	0	35	0	0
IOWA	617	41	5	0	0	0	0	0
KANSAS	593	17	9	0	1	0	0	1
KENTUCKY	1,112	111	0	1	0	0	0	1
LOUISIANA	1,643	85	349	3	5	3	0	3
MAINE	699	261	42	7	0	0	0	0
MARYLAND	2,186	530	1,164	54	4	0	1	4
MASSACHUSETTS	8,546	774	727	30	64	0	17	37
MICHIGAN	2,810	256	123	5	.	1	2	0
MINNESOTA	1,257	331	14	1	0	0	1	0
MISSISSIPPI	1,210	469	100	0	1	0	0	0
MISSOURI	3,896	316	186	110	0	0	0	0
MONTANA	266	30	14	0	0	0	3	0
NEBRASKA	900	67	33	3	0	18	2	0
NEVADA	209	6	43	6	0	0	0	0
NEW HAMPSHIRE	449	250	215	11	6	1	6	0
NEW JERSEY	3,461	218	569	18	134	2	0	1
NEW MEXICO	1,221	1,010	1,181	0	0	8	0	2
NEW YORK	1,840	966	2,056	84	31	2	12	5
NORTH CAROLINA	1,562	26	37	1	1	0	0	0
NORTH DAKOTA	472	24	1	0	1	0	0	0
OHIO	3,720	0	0	0	328	0	.	0
OKLAHOMA	940	26	8	0	1	1	1	2
OREGON	1,421	397	80	3	7	1	0	3
PENNSYLVANIA	3,325	110	48	1	0	2	0	1
PUERTO RICO	58	225	49	1	0	1	0	1
RHODE ISLAND	342	68	51	0	2	0	0	1
SOUTH CAROLINA	846	62	23	0	1	0	0	0
SOUTH DAKOTA	189	24	0	0	1	0	0	1
TENNESSEE	1,436	815	356	5	6	1	0	4
TEXAS	7,082	12,905	6,856	275	16	146	3	410
UTAH	394	223	110	0	0	0	0	0
VERMONT	324	22	16	0	1	1	1	0
VIRGINIA	1,530	561	37	0	16	4	0	2
WASHINGTON	1,193	35	35	0	0	0	0	0
WEST VIRGINIA	50	755	3	15	1	0	0	1
WISCONSIN	1,712	39	6	0	0	0	1	0
WYOMING	251	175	39	1	0	3	0	0
AMERICAN SAMOA	32	0	0	0	0	0	0	0
GUAM	18	0	1	2	0	0	0	0
NORTHERN MARIANAS	2	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	9	0	0	1	0	0	0	0
BUR. OF INDIAN AFFAIRS	437	0	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	109,431	26,999	17,832	672	693	236	55	496
50 STATES, D.C., & P.R.	108,933	26,999	17,831	669	693	236	55	496

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB5.SFW

Table AB5

Percentage of Children Age 12-17 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	PERCENTAGE							
ALABAMA	89.11	9.39	1.40	.	.	.	.	0.10
ALASKA	71.27	22.91	4.73	.	.	1.09	.	.
ARIZONA	4.42	92.11	2.51	.	0.96	.	.	.
ARKANSAS	72.02	19.85	7.94	0.19	.	.	.	.
CALIFORNIA	72.91	13.32	13.35	0.06	0.28	.	.	0.07
COLORADO	45.23	49.05	5.51	.	0.07	.	0.07	0.07
CONNECTICUT	64.46	23.25	10.82	0.52	0.74	.	0.22	.
DELAWARE	100.00	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	66.67	.	33.33	.	.	.	.	.
FLORIDA	95.41	1.60	2.93	0.03	0.02	.	.	0.01
GEORGIA	84.96	13.36	1.63	.	.	0.06	.	.
HAWAII	87.62	5.71	6.19	.	.	.	.	0.48
IDAHO	88.45	9.16	2.39	.	.	.	.	.
ILLINOIS	90.56	4.67	4.48	0.17	0.06	0.04	0.02	.
INDIANA	98.48	.	.	.	.	1.52	.	.
IOWA	93.06	6.18	0.75	.	.	.	.	.
KANSAS	95.49	2.74	1.45	.	0.16	.	.	0.16
KENTUCKY	90.78	9.06	.	0.08	.	.	.	0.08
LOUISIANA	78.57	4.07	16.69	0.14	0.24	0.14	.	0.14
MAINE	69.28	25.87	4.16	0.69	.	.	.	.
MARYLAND	55.44	13.44	29.52	1.37	0.10	.	0.03	0.10
MASSACHUSETTS	83.83	7.59	7.13	0.29	0.63	.	0.17	0.36
MICHIGAN	87.89	8.01	3.85	0.16	.	0.03	0.06	.
MINNESOTA	78.37	20.64	0.87	0.06	.	.	0.06	.
MISSISSIPPI	67.98	26.35	5.62	.	0.06	.	.	.
MISSOURI	86.42	7.01	4.13	2.44	.	.	.	.
MONTANA	84.98	9.58	4.47	.	.	.	0.96	.
NEBRASKA	87.98	6.55	3.23	0.29	.	1.76	0.20	.
NEVADA	79.17	2.27	16.29	2.27	.	.	.	.
NEW HAMPSHIRE	47.87	26.65	22.92	1.17	0.64	0.11	0.64	.
NEW JERSEY	78.61	4.95	12.92	0.41	3.04	0.05	.	0.02
NEW MEXICO	35.68	29.51	34.51	.	.	0.23	.	0.06
NEW YORK	36.83	18.34	41.15	1.68	0.62	0.04	0.24	0.10
NORTH CAROLINA	96.00	1.60	2.27	0.06	0.06	.	.	.
NORTH DAKOTA	94.78	4.82	0.20	.	0.20	.	.	.
OHIO	91.90	.	.	.	8.10	.	.	.
OKLAHOMA	96.02	2.66	0.82	.	0.10	0.10	0.10	0.20
OREGON	74.32	20.76	4.18	0.16	0.37	0.05	.	0.16
PENNSYLVANIA	95.35	3.15	1.38	0.03	.	0.06	.	0.03
PUERTO RICO	17.31	67.16	14.63	0.30	.	0.30	.	0.30
RHODE ISLAND	73.71	14.66	10.99	.	0.43	.	.	0.22
SOUTH CAROLINA	90.77	6.65	2.47	.	0.11	.	.	.
SOUTH DAKOTA	87.91	11.16	.	.	0.47	.	.	0.47
TENNESSEE	54.75	31.07	13.57	0.19	0.23	0.04	.	0.15
TEXAS	25.57	46.60	24.76	0.99	0.06	0.53	0.01	1.48
UTAH	54.20	30.67	15.13	.	.	.	.	.
VERMONT	88.77	6.03	4.38	.	0.27	0.27	0.27	.
VIRGINIA	71.16	26.09	1.72	.	0.74	0.19	.	0.09
WASHINGTON	94.46	2.77	2.77	.	.	.	.	.
WEST VIRGINIA	6.06	91.52	0.36	1.82	0.12	.	.	0.12
WISCONSIN	97.38	2.22	0.34	.	.	.	0.06	.
WYOMING	53.52	37.31	8.32	0.21	.	0.64	.	.
AMERICAN SAMOA	100.00	.	.	.	.	.	.	.
GUAM	85.71	.	4.76	9.52	.	.	.	.
NORTHERN MARIANAS	100.00	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	90.00	.	.	10.00	.	.	.	.
BUR. OF INDIAN AFFAIRS	100.00	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	69.96	17.26	11.40	0.43	0.44	0.15	0.04	0.32
50 STATES, D.C., & P.R.	69.87	17.32	11.44	0.43	0.44	0.15	0.04	0.32

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB5.SFW

Table AB5

Number of Children Age 12-17 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

MENTAL RETARDATION

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	NUMBER							
ALABAMA	1,139	3,426	9,056	311	15	0	7	34
ALASKA	10	52	133	0	3	0	0	0
ARIZONA	24	284	1,818	115	50	1	1	6
ARKANSAS	442	2,640	2,138	25	121	86	69	42
CALIFORNIA	174	1,229	8,059	698	200	0	12	307
COLORADO	48	457	819	7	3	4	3	0
CONNECTICUT	42	347	1,090	148	78	0	11	2
DELAWARE	19	96	270	151	0	0	2	3
DISTRICT OF COLUMBIA	12	15	254	131	58	0	2	0
FLORIDA	356	866	9,401	1,904	7	5	2	16
GEORGIA	884	3,522	7,002	71	11	73	5	11
HAWAII	34	148	497	0	0	0	0	2
IDAHO	226	470	494	33	1	5	0	2
ILLINOIS	76	446	8,384	976	688	81	96	5
INDIANA	498	686	7,782	211	0	22	25	6
IOWA	13	3,427	1,530	131	0	12	7	7
KANSAS	74	639	1,617	94	19	24	29	5
KENTUCKY	945	5,513	2,881	102	0	32	2	88
LOUISIANA	72	317	4,482	246	35	200	8	27
MAINE	51	308	476	17	25	0	4	2
MARYLAND	109	178	1,289	582	42	1	21	6
MASSACHUSETTS	1,155	1,552	2,649	138	234	0	54	33
MICHIGAN	438	1,447	5,080	1,125	.	4	11	8
MINNESOTA	487	1,858	1,597	344	26	32	12	11
MISSISSIPPI	103	185	2,323	61	11	1	4	22
MISSOURI	180	1,228	4,184	1,234	30	16	2	30
MONTANA	137	139	252	0	0	2	2	1
NEBRASKA	248	818	742	51	7	14	1	1
NEVADA	5	118	270	121	1	0	0	2
NEW HAMPSHIRE	89	76	197	14	15	1	12	1
NEW JERSEY	4	51	1,209	790	204	7	7	9
NEW MEXICO	70	199	651	0	0	0	0	2
NEW YORK	663	652	5,008	2,070	184	17	36	23
NORTH CAROLINA	566	3,455	5,026	587	45	22	64	32
NORTH DAKOTA	74	151	380	1	1	5	8	5
OHIO	461	13,825	7,748	442	17	109	.	61
OKLAHOMA	548	2,187	3,108	71	2	9	8	24
OREGON	212	403	885	20	2	2	2	14
PENNSYLVANIA	434	4,199	8,724	1,042	61	61	28	16
PUERTO RICO	133	2,635	3,823	305	59	47	20	156
RHODE ISLAND	14	20	335	0	55	0	10	4
SOUTH CAROLINA	269	2,228	4,025	253	1	73	5	40
SOUTH DAKOTA	101	306	207	12	10	4	10	0
TENNESSEE	354	2,259	3,526	123	70	68	7	27
TEXAS	2,553	4,675	2,556	115	7	316	1	162
UTAH	59	222	1,151	39	0	5	0	3
VERMONT	446	46	129	7	5	1	3	1
VIRGINIA	161	1,737	3,937	173	17	66	14	10
WASHINGTON	437	1,061	1,660	18	3	2	1	5
WEST VIRGINIA	40	1,317	2,517	99	35	4	0	17
WISCONSIN	78	769	1,583	83	0	3	0	4
WYOMING	10	97	159	4	0	21	7	1
AMERICAN SAMOA	16	16	0	10	0	0	0	0
GUAM	6	16	56	3	0	0	0	0
NORTHERN MARIANAS	4	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	275	5	0	0	2	3
BUR. OF INDIAN AFFAIRS	9	89	31	0	0	0	34	0
U.S. AND OUTLYING AREAS	15,812	75,102	145,475	15,311	2,458	1,458	671	1,299
50 STATES, D.C., & P.R.	15,777	74,981	145,113	15,293	2,458	1,458	635	1,296

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB5.SFW

Table AB5

Percentage of Children Age 12-17 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

.MENTAL RETARDATION

PERCENTAGE

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	8.14	24.49	64.74	2.22	0.11	.	0.05	0.24
ALASKA	5.05	26.26	67.17	.	1.52	.	.	.
ARIZONA	1.04	12.35	79.08	5.00	2.17	0.04	0.04	0.26
ARKANSAS	7.95	47.46	38.43	0.45	2.18	1.55	1.24	0.75
CALIFORNIA	1.63	11.51	75.48	6.52	1.87	.	0.11	2.88
COLORADO	3.58	34.08	61.07	0.52	0.22	0.30	0.22	.
CONNECTICUT	2.44	20.20	63.45	8.61	4.54	.	0.64	0.12
DELAWARE	3.51	17.74	49.91	27.91	.	.	0.37	0.55
DISTRICT OF COLUMBIA	2.54	3.18	53.81	27.75	12.29	.	0.42	.
FLORIDA	2.84	6.90	74.87	15.16	0.06	0.04	0.02	0.13
GEORGIA	7.63	30.42	60.47	0.61	0.09	0.63	0.04	0.09
HAWAII	4.99	21.73	72.98	.	.	.	.	0.29
IDAHO	18.36	38.18	40.13	2.68	0.08	0.41	.	0.16
ILLINOIS	0.71	4.15	77.98	9.08	6.40	0.75	0.89	0.05
INDIANA	5.40	7.43	84.31	2.29	.	0.24	0.27	0.07
IOWA	0.25	66.84	29.84	2.56	.	0.23	0.14	0.14
KANSAS	2.96	25.55	64.65	3.76	0.76	0.96	1.16	0.20
KENTUCKY	9.88	57.65	30.13	1.07	.	0.33	0.02	0.92
LOUISIANA	1.34	5.88	83.20	4.57	0.65	3.71	0.15	0.50
MAINE	5.78	34.88	53.91	1.93	2.83	.	0.45	0.23
MARYLAND	4.89	7.99	57.85	26.12	1.89	0.04	0.94	0.27
MASSACHUSETTS	19.86	26.69	45.55	2.37	4.02	.	0.93	0.57
MICHIGAN	5.40	17.84	62.62	13.87	.	0.05	0.14	0.10
MINNESOTA	11.15	42.55	36.57	7.88	0.60	0.73	0.27	0.25
MISSISSIPPI	3.80	6.83	85.72	2.25	0.41	0.04	0.15	0.81
MISSOURI	2.61	17.79	60.60	17.87	0.43	0.23	0.03	0.43
MONTANA	25.70	26.08	47.28	.	.	0.38	0.38	0.19
NEBRASKA	13.18	43.46	39.43	2.71	0.37	0.74	0.05	0.05
NEVADA	0.97	22.82	52.22	23.40	0.19	.	.	0.39
NEW HAMPSHIRE	21.98	18.77	48.64	3.46	3.70	0.25	2.96	0.25
NEW JERSEY	0.18	2.24	53.00	34.63	8.94	0.31	0.31	0.39
NEW MEXICO	7.59	21.58	70.61	.	.	.	.	0.22
NEW YORK	7.66	7.53	57.88	23.92	2.13	0.20	0.42	0.27
NORTH CAROLINA	5.78	35.27	51.30	5.99	0.46	0.22	0.65	0.33
NORTH DAKOTA	11.84	24.16	60.80	0.16	0.16	0.80	1.28	0.80
OHIO	2.03	61.00	34.19	1.95	0.08	0.48	.	0.27
OKLAHOMA	9.20	36.71	52.17	1.19	0.03	0.15	0.13	0.40
OREGON	13.77	26.17	57.47	1.30	0.13	0.13	0.13	0.91
PENNSYLVANIA	2.98	28.83	59.90	7.15	0.42	0.42	0.19	0.11
PUERTO RICO	1.85	36.71	53.26	4.25	0.82	0.65	0.28	2.17
RHODE ISLAND	3.20	4.57	76.48	.	12.56	.	2.28	0.91
SOUTH CAROLINA	3.90	32.32	58.38	3.67	0.01	1.06	0.07	0.58
SOUTH DAKOTA	15.54	47.08	31.85	1.85	1.54	0.62	1.54	.
TENNESSEE	5.50	35.11	54.80	1.91	1.09	1.06	0.11	0.42
TEXAS	24.58	45.02	24.61	1.11	0.07	3.04	0.01	1.56
UTAH	3.99	15.01	77.82	2.64	.	0.34	.	0.20
VERMONT	69.91	7.21	20.22	1.10	0.78	0.16	0.47	0.16
VIRGINIA	2.63	28.41	64.38	2.83	0.28	1.08	0.23	0.16
WASHINGTON	13.71	33.29	52.09	0.56	0.09	0.06	0.03	0.16
WEST VIRGINIA	0.99	32.69	62.47	2.46	0.87	0.10	.	0.42
WISCONSIN	3.10	30.52	62.82	3.29	.	0.12	.	0.16
WYOMING	3.34	32.44	53.18	1.34	.	7.02	2.34	0.33
AMERICAN SAMOA	38.10	38.10	.	23.81	.	.	.	.
GUAM	7.41	19.75	69.14	3.70	.	.	.	.
NORTHERN MARIANAS	100.00	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	96.49	1.75	.	.	0.70	1.05
BUR. OF INDIAN AFFAIRS	5.52	54.60	19.02	.	.	.	20.86	.
U.S. AND OUTLYING AREAS	6.14	29.16	56.48	5.94	0.95	0.57	0.26	0.50
50 STATES, D.C., & P.R.	6.14	29.17	56.46	5.95	0.96	0.57	0.25	0.50

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB5.SFW

Table AB5

Number of Children Age 12-17 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

SERIOUS EMOTIONAL DISTURBANCE

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	1,336	543	894	44	15	57	137	55
ALASKA	60	160	161	8	0	3	5	0
ARIZONA	91	683	792	177	155	32	148	26
ARKANSAS	28	51	49	4	5	0	47	5
CALIFORNIA	694	910	3,441	409	2,552	0	862	288
COLORADO	836	2,339	1,185	86	8	120	245	176
CONNECTICUT	2,195	1,500	1,655	462	650	18	404	111
DELAWARE	85	159	186	68	0	8	1	9
DISTRICT OF COLUMBIA	6	31	122	41	62	0	167	17
FLORIDA	2,000	2,223	6,322	1,095	57	80	12	46
GEORGIA	3,682	3,692	2,615	114	3	201	54	9
HAWAII	167	224	285	0	0	0	4	29
IDAHO	70	51	53	41	6	10	9	2
ILLINOIS	385	3,831	6,384	2,868	2,077	568	329	38
INDIANA	1,213	358	2,231	170	0	81	30	42
IOWA	34	2,453	1,609	238	0	173	189	15
KANSAS	773	963	475	197	25	268	43	8
KENTUCKY	178	1,088	520	151	6	150	18	112
LOUISIANA	301	352	1,912	244	3	160	35	54
MAINE	865	799	439	74	75	1	118	56
MARYLAND	524	274	1,010	566	442	147	266	36
MASSACHUSETTS	964	580	1,570	1,086	1,313	0	100	107
MICHIGAN	3,384	3,513	2,989	956	.	161	166	21
MINNESOTA	2,727	3,105	997	941	266	584	81	62
MISSISSIPPI	5	42	64	2	0	0	7	7
MISSOURI	1,008	2,850	2,198	574	418	73	130	42
MONTANA	250	148	177	6	0	19	39	5
NEBRASKA	591	360	424	61	31	25	8	5
NEVADA	85	296	247	36	9	7	3	7
NEW HAMPSHIRE	518	225	181	7	117	43	111	3
NEW JERSEY	231	1,914	3,396	1,129	2,516	160	28	267
NEW MEXICO	478	458	913	0	0	140	1	9
NEW YORK	2,971	3,630	9,869	5,332	1,054	375	395	585
NORTH CAROLINA	1,686	1,403	2,123	222	1	113	4	121
NORTH DAKOTA	143	113	60	1	1	10	15	2
OHIO	226	2,144	1,524	1,784	13	84	.	155
OKLAHOMA	149	276	607	44	14	54	31	36
OREGON	902	493	368	83	201	32	68	69
PENNSYLVANIA	1,376	3,010	3,753	1,016	899	632	73	295
PUERTO RICO	12	120	145	5	5	2	0	17
RHODE ISLAND	230	159	321	0	118	0	140	16
SOUTH CAROLINA	340	1,163	1,132	155	2	54	3	49
SOUTH DAKOTA	106	75	46	17	7	29	29	0
TENNESSEE	468	386	569	91	104	89	4	29
TEXAS	3,332	6,077	3,247	134	8	136	1	196
UTAH	1,123	1,273	1,033	103	0	56	0	28
VERMONT	399	16	40	47	17	5	44	11
VIRGINIA	1,149	1,757	2,291	241	252	243	240	61
WASHINGTON	924	989	731	111	67	1	7	114
WEST VIRGINIA	152	638	528	38	10	47	13	11
WISCONSIN	1,820	3,606	2,193	297	9	41	1	22
WYOMING	187	175	157	22	0	50	19	5
AMERICAN SAMOA	10	3	0	1	0	0	0	0
GUAM	5	2	1	1	0	1	0	0
NORTHERN MARIANAS	4	0	1	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	4	4	0	0	5	0
BUR. OF INDIAN AFFAIRS	54	140	35	0	0	0	19	0
U.S. AND OUTLYING AREAS	43,532	63,823	76,274	21,604	13,593	5,343	4,908	3,491
50 STATES, D.C., & P.R.	43,459	63,678	76,233	21,598	13,593	5,342	4,884	3,491

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB5.SFW

Table AB5

Percentage of Children Age 12-17 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

SERIOUS EMOTIONAL DISTURBANCE

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	43.36	17.62	29.02	1.43	0.49	1.85	4.45	1.79
ALASKA	15.11	40.30	40.55	2.02	.	0.76	1.26	.
ARIZONA	4.33	32.46	37.64	8.41	7.37	1.52	7.03	1.24
ARKANSAS	14.81	26.98	25.93	2.12	2.65	.	24.87	2.65
CALIFORNIA	7.58	9.94	37.58	4.47	27.87	.	9.41	3.15
COLORADO	16.74	46.83	23.72	1.72	0.16	2.40	4.90	3.52
CONNECTICUT	31.38	21.44	23.66	6.60	9.29	0.26	5.78	1.59
DELAWARE	16.47	30.81	36.05	13.18	.	1.55	0.19	1.74
DISTRICT OF COLUMBIA	1.35	6.95	27.35	9.19	13.90	.	37.44	3.81
FLORIDA	16.90	18.78	53.42	9.25	0.48	0.68	0.10	0.39
GEORGIA	35.51	35.60	25.22	1.10	0.03	1.94	0.52	0.09
HAWAII	23.55	31.59	40.20	.	.	.	0.56	4.09
IDAHO	28.93	21.07	21.90	16.94	2.48	4.13	3.72	0.83
ILLINOIS	2.34	23.25	38.74	17.40	12.60	3.45	2.00	0.23
INDIANA	29.41	8.68	54.08	4.12	.	1.96	0.73	1.02
IOWA	0.72	52.07	34.15	5.05	.	3.67	4.01	0.32
KANSAS	28.09	34.99	17.26	7.16	0.91	9.74	1.56	0.29
KENTUCKY	8.01	48.94	23.39	6.79	0.27	6.75	0.81	5.04
LOUISIANA	9.83	11.50	62.46	7.97	0.10	5.23	1.14	1.76
MAINE	35.64	32.92	18.09	3.05	3.09	0.04	4.86	2.31
MARYLAND	16.05	8.39	30.93	17.34	13.54	4.50	8.15	1.10
MASSACHUSETTS	16.85	10.14	27.45	18.99	22.95	.	1.75	1.87
MICHIGAN	30.24	31.39	26.71	8.54	.	1.44	1.49	0.19
MINNESOTA	31.12	35.43	11.38	10.74	3.04	6.66	0.92	0.71
MISSISSIPPI	3.94	33.07	50.39	1.57	.	.	5.51	5.51
MISSOURI	13.82	39.08	30.14	7.87	5.73	1.00	1.78	0.58
MONTANA	38.82	22.98	27.48	0.93	.	2.95	6.06	0.78
NEBRASKA	39.27	23.92	28.17	4.05	2.06	1.66	0.53	0.33
NEVADA	12.32	42.90	35.80	5.22	1.30	1.01	0.43	1.01
NEW HAMPSHIRE	42.99	18.67	15.02	0.58	9.71	3.57	9.21	0.25
NEW JERSEY	2.40	19.85	35.22	11.71	26.10	1.66	0.29	2.77
NEW MEXICO	23.91	22.91	45.67	.	.	7.00	0.05	0.45
NEW YORK	12.27	14.99	40.76	22.02	4.35	1.55	1.63	2.42
NORTH CAROLINA	29.72	24.73	37.42	3.91	0.02	1.99	0.07	2.13
NORTH DAKOTA	41.45	32.75	17.39	0.29	0.29	2.90	4.35	0.58
OHIO	3.81	36.16	25.70	30.08	0.22	1.42	.	2.61
OKLAHOMA	12.30	22.79	50.12	3.63	1.16	4.46	2.56	2.97
OREGON	40.70	22.25	16.61	3.75	9.07	1.44	3.07	3.11
PENNSYLVANIA	12.45	27.23	33.95	9.19	8.13	5.72	0.66	2.67
PUERTO RICO	3.92	39.22	47.39	1.63	1.63	0.65		5.56
RHODE ISLAND	23.37	16.16	32.62	.	11.99	.	14.23	1.63
SOUTH CAROLINA	11.73	40.13	39.06	5.35	0.07	1.86	0.10	1.69
SOUTH DAKOTA	34.30	24.27	14.89	5.50	2.27	9.39	9.39	.
TENNESSEE	26.90	22.18	32.70	5.23	5.98	5.11	0.23	1.67
TEXAS	25.38	46.28	24.73	1.02	0.06	1.04	0.01	1.49
UTAH	31.06	35.20	28.57	2.85	.	1.55	.	0.77
VERMONT	68.91	2.76	6.91	8.12	2.94	0.86	7.60	1.90
VIRGINIA	18.43	28.18	36.75	3.87	4.04	3.90	3.85	0.98
WASHINGTON	31.39	33.59	24.83	3.77	2.28	0.03	0.24	3.87
WEST VIRGINIA	10.58	44.40	36.74	2.64	0.70	3.27	0.90	0.77
WISCONSIN	22.78	45.14	27.45	3.72	0.11	0.51	0.01	0.28
WYOMING	30.41	28.46	25.53	3.58	.	8.13	3.09	0.81
AMERICAN SAMOA	71.43	21.43	.	7.14	.	.	.	.
GUAM	50.00	20.00	10.00	10.00	.	10.00	.	.
NORTHERN MARIANAS	80.00	.	20.00	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	30.77	30.77	.	.	38.46	.
BUR. OF INDIAN AFFAIRS	21.77	56.45	14.11	.	.	.	7.66	.
U.S. AND OUTLYING AREAS	18.72	27.44	32.80	9.29	5.84	2.30	2.11	1.50
50 STATES, D.C., & P.R.	18.71	27.41	32.82	9.30	5.85	2.30	2.10	1.50

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB5.SFW

Table AB5

Number of Children Age 12-17 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

MULTIPLE DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	8	13	290	49	16	23	1	9
ALASKA	10	42	119	10	7	1	0	0
ARIZONA	9	41	313	60	28	15	3	6
ARKANSAS	6	30	160	16	40	9	23	10
CALIFORNIA	60	216	1,415	178	162	117	10	25
COLORADO	107	421	669	79	2	26	11	14
CONNECTICUT	36	84	233	50	57	0	11	14
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	1	1	3	0	0	2	0
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	3	0	136	3	0	0	0	3
IDAHO	12	24	64	5	0	0	0	5
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	9	0	148	55	0	31	13	3
IOWA	1	0	134	64	0	5	13	2
KANSAS	81	222	252	90	2	53	14	7
KENTUCKY	21	70	308	52	0	5	1	11
LOUISIANA	7	4	227	44	3	41	5	15
MAINE	63	139	243	12	6	1	28	5
MARYLAND	140	110	556	466	156	6	84	16
MASSACHUSETTS	125	166	404	112	169	0	75	107
MICHIGAN	18	9	208	465		10	1	16
MINNESOTA	0	0	0	0	0	0	0	0
MISSISSIPPI	1	2	80	21	0	4	0	7
MISSOURI	8	60	74	52	44	2	0	4
MONTANA	36	25	53	1	0	0	0	5
NEBRASKA	3	8	118	20	1	1	4	4
NEVADA	3	23	38	62	0	0	1	0
NEW HAMPSHIRE	25	5	25	33	9	0	13	0
NEW JERSEY	49	268	1,128	779	900	62	24	56
NEW MEXICO	17	42	157	13	0	17	0	5
NEW YORK	220	314	1,373	1,449	620	66	186	85
NORTH CAROLINA	12	29	240	68	4	53	60	7
NORTH DAKOTA	0	0	0	0	0	0	0	0
OHIO	52	566	1,445	1,848	39	6	.	26
OKLAHOMA	11	22	345	52	2	59	5	19
OREGON	.	.	.	.	.	.	.	0
PENNSYLVANIA	1	6	222	125	0	4	0	0
PUERTO RICO	5	32	103	27	1	2	2	211
RHODE ISLAND	0	1	17	0	13	8	3	1
SOUTH CAROLINA	4	11	65	7	0	51	0	0
SOUTH DAKOTA	8	33	50	7	7	21	18	0
TENNESSEE	17	28	494	36	58	17	0	23
TEXAS	315	581	331	17	1	86	0	22
UTAH	2	7	236	274	0	7	0	15
VERMONT	23	0	10	1	1	0	3	0
VIRGINIA	12	35	284	19	20	58	13	5
WASHINGTON	93	161	813	11	1	27	2	9
WEST VIRGINIA	0	0	0	0	0	0	0	0
WISCONSIN	838	3,755	3,065	166	2	181	1	25
WYOMING	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	5	0	0	0	0
GUAM	0	1	9	2	2	0	0	0
NORTHERN MARIANAS	10	14	0	0	0	0	0	2
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	13	5	0	0	5	1
BUR. OF INDIAN AFFAIRS	12	17	14	0	0	0	17	0
U.S. AND OUTLYING AREAS	2,493	7,638	16,682	6,913	2,373	1,067	652	800
50 STATES, D.C. & P.R.	2,471	7,606	16,646	6,901	2,371	1,067	630	797

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994

SOURCE: AR_AB5.SFW

Table AB5

Percentage of Children Age 12-17 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

MULTIPLE DISABILITIES

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	1.96	3.18	70.90	11.98	3.91	5.62	0.24	2.20
ALASKA	5.29	22.22	62.96	5.29	3.70	0.53	.	.
ARIZONA	1.89	8.63	65.89	12.63	5.89	3.16	0.63	1.26
ARKANSAS	2.04	10.20	54.42	5.44	13.61	3.06	7.82	3.40
CALIFORNIA	2.75	9.89	64.82	8.15	7.42	5.36	0.46	1.15
COLORADO	8.05	31.68	50.34	5.94	0.15	1.96	0.83	1.05
CONNECTICUT	7.42	17.32	48.04	10.31	11.75	.	2.27	2.89
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	.	14.29	14.29	42.86	.	.	28.57	.
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	2.07	.	93.79	2.07	.	.	.	2.07
IDAHO	10.91	21.82	58.18	4.55	.	.	.	4.55
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	3.47	.	57.14	21.24	.	11.97	5.02	1.16
IOWA	0.46	.	61.19	29.22	.	2.28	5.94	0.91
KANSAS	11.23	30.79	34.95	12.48	0.28	7.35	1.94	0.97
KENTUCKY	4.49	14.96	65.81	11.11	.	1.07	0.21	2.35
LOUISIANA	2.02	1.16	65.61	12.72	0.87	11.85	1.45	4.34
MAINE	12.68	27.97	48.89	2.41	1.21	0.20	5.63	1.01
MARYLAND	9.13	7.17	36.25	30.38	10.17	0.39	5.48	1.04
MASSACHUSETTS	10.79	14.34	34.89	9.67	14.59	.	6.48	9.24
MICHIGAN	2.48	1.24	28.61	63.96	.	1.38	0.14	2.20
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	0.87	1.74	69.57	18.26	.	3.48	.	6.09
MISSOURI	3.28	24.59	30.33	21.31	18.03	0.82	.	1.64
MONTANA	30.00	20.83	44.17	0.83	.	.	.	4.17
NEBRASKA	1.89	5.03	74.21	12.58	0.63	0.63	2.52	2.52
NEVADA	2.36	18.11	29.92	48.82	.	.	0.79	.
NEW HAMPSHIRE	22.73	4.55	22.73	30.00	8.18	.	11.82	.
NEW JERSEY	1.50	8.21	34.54	23.85	27.56	1.90	0.73	1.71
NEW MEXICO	6.77	16.73	62.55	5.18	.	6.77	.	1.99
NEW YORK	5.10	7.28	31.83	33.60	14.38	1.53	4.31	1.97
NORTH CAROLINA	2.54	6.13	50.74	14.38	0.85	11.21	12.68	1.48
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	1.31	14.21	36.29	46.41	0.98	0.15	.	0.65
OKLAHOMA	2.14	4.27	66.99	10.10	0.39	11.46	0.97	3.69
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	0.28	1.68	62.01	34.92	.	1.12	.	.
PUERTO RICO	1.31	8.36	26.89	7.05	0.26	0.52	0.52	55.09
RHODE ISLAND	.	2.86	48.57	.	37.14	.	8.57	2.86
SOUTH CAROLINA	2.90	7.97	47.10	5.07	.	36.96	.	.
SOUTH DAKOTA	5.56	22.92	34.72	4.86	4.86	14.58	12.50	.
TENNESSEE	2.53	4.16	73.40	5.35	8.62	2.53	.	3.42
TEXAS	23.28	42.94	24.46	1.26	0.07	6.36	.	1.63
UTAH	0.37	1.29	43.62	50.65	.	1.29	.	2.77
VERMONT	60.53	.	26.32	2.63	2.63	.	7.89	.
VIRGINIA	2.69	7.85	63.68	4.26	4.48	13.00	2.91	1.12
WASHINGTON	8.33	14.41	72.78	0.98	0.09	2.42	0.18	0.81
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	10.43	46.74	38.16	2.07	0.02	2.25	0.01	0.31
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	.	.	.	100.00	.	.	.	.
GUAM	.	7.14	64.29	14.29	14.29	.	.	.
NORTHERN MARIANAS	38.46	53.85	.	.	.	.	.	7.69
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	54.17	20.83	.	.	20.83	4.17
BUR. OF INDIAN AFFAIRS	20.00	28.33	23.33	.	.	.	28.33	.
U.S. AND OUTLYING AREAS	6.46	19.78	43.20	17.90	6.14	2.76	1.69	2.07
50 STATES, D.C. & P.R.	6.42	19.76	43.25	17.93	6.16	2.77	1.64	2.07

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994

SOURCE: AR_AB5.SFW

Table AB5

Number of Children Age 12-17 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

HEARING IMPAIRMENTS

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	188	57	97	13	0	121	4	0
ALASKA	17	14	10	0	0	0	0	0
ARIZONA	41	197	55	115	0	39	37	0
ARKANSAS	56	56	27	29	2	59	3	0
CALIFORNIA	784	694	1,255	26	28	467	8	5
COLORADO	116	119	63	1	0	63	0	1
CONNECTICUT	129	52	29	17	48	0	22	0
DELAWARE	17	9	10	44	0	3	1	0
DISTRICT OF COLUMBIA	5	3	3	0	0	0	0	0
FLORIDA	219	147	511	29	0	15	0	2
GEORGIA	157	156	118	47	0	54	0	1
HAWAII	44	53	31	18	0	0	0	0
IDAHO	46	17	6	0	0	0	0	0
ILLINOIS	189	298	627	23	9	185	10	2
INDIANA	236	41	153	73	0	73	1	1
IOWA	122	84	69	0	0	66	3	1
KANSAS	72	49	46	3	0	88	1	0
KENTUCKY	81	100	37	4	0	155	0	1
LOUISIANA	133	108	252	1	2	137	0	3
MAINE	69	27	11	3	0	8	1	0
MARYLAND	222	44	83	11	1	136	1	0
MASSACHUSETTS	217	60	160	25	148	0	35	3
MICHIGAN	499	268	293	5	.	79	0	0
MINNESOTA	305	139	39	16	2	139	1	0
MISSISSIPPI	14	112	114	1	0	64	1	1
MISSOURI	156	198	70	52	0	94	0	0
MONTANA	48	16	35	9	0	2	0	0
NEBRASKA	135	46	33	5	0	38	0	1
NEVADA	16	12	43	1	0	0	0	0
NEW HAMPSHIRE	19	6	3	61	2	0	9	0
NEW JERSEY	24	127	259	139	25	0	0	2
NEW MEXICO	74	38	40	0	0	44	0	0
NEW YORK	466	332	382	289	357	88	56	4
NORTH CAROLINA	391	164	96	6	0	211	0	2
NORTH DAKOTA	35	12	1	1	0	0	0	0
OHIO	218	311	365	42	7	87	.	2
OKLAHOMA	90	62	69	27	1	85	0	2
OREGON	352	51	46	1	11	62	0	5
PENNSYLVANIA	698	172	188	15	104	0	72	0
PUERTO RICO	23	129	123	15	11	1	1	1
RHODE ISLAND	9	5	5	46	3	0	2	0
SOUTH CAROLINA	121	145	56	8	0	73	0	1
SOUTH DAKOTA	40	15	2	8	0	22	1	0
TENNESSEE	253	84	151	19	0	87	0	3
TEXAS	212	459	481	59	1	873	0	57
UTAH	119	40	20	0	0	94	0	1
VERMONT	44	2	0	0	1	0	20	0
VIRGINIA	176	130	119	4	4	94	1	0
WASHINGTON	317	316	152	0	5	77	1	1
WEST VIRGINIA	18	76	32	12	0	42	2	0
WISCONSIN	100	16	26	0	0	8	0	0
WYOMING	43	13	6	2	0	4	0	0
AMERICAN SAMOA	1	0	5	0	0	0	0	0
GUAM	5	1	9	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	6	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	2	7	2	0	0	0	0	0
U.S. AND OUTLYING AREAS	8,183	5,889	6,924	1,325	772	4,037	294	103
50 STATES, D.C., & P.R.	8,175	5,881	6,902	1,325	772	4,037	294	103

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB5.SFW

Table AB5

Percentage of Children Age 12-17 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

HEARING IMPAIRMENTS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	PERCENTAGE							
ALABAMA	39.17	11.88	20.21	2.71		25.21	0.83	
ALASKA	41.46	34.15	24.39					
ARIZONA	8.47	40.70	11.36	23.76		8.06	7.64	
ARKANSAS	24.14	24.14	11.64	12.50	0.86	25.43	1.29	
CALIFORNIA	24.00	21.24	38.41	0.80	0.86	14.29	0.24	0.15
COLORADO	31.96	32.78	17.36	0.28		17.36		0.28
CONNECTICUT	43.43	17.51	9.76	5.72	16.16		7.41	
DELAWARE	20.24	10.71	11.90	52.38		3.57	1.19	
DISTRICT OF COLUMBIA	45.45	27.27	27.27					
FLORIDA	23.73	15.93	55.36	3.14		1.63		0.22
GEORGIA	29.46	29.27	22.14	8.82		10.13		0.19
HAWAII	30.14	36.30	21.23	12.33				
IDAHO	66.67	24.64	8.70					
ILLINOIS	14.07	22.19	46.69	1.71	0.67	13.78	0.74	0.15
INDIANA	40.83	7.09	26.47	12.63		12.63	0.17	0.17
IOWA	35.36	24.35	20.00			19.13	0.87	0.29
KANSAS	27.80	18.92	17.76	1.16		33.98	0.39	
KENTUCKY	21.43	26.46	9.79	1.06		41.01		0.26
LOUISIANA	20.91	16.98	39.62	0.16	0.31	21.54		0.47
MAINE	57.98	22.69	9.24	2.52		6.72	0.84	
MARYLAND	44.58	8.84	16.67	2.21	0.20	27.31	0.20	
MASSACHUSETTS	33.49	9.26	24.69	3.86	22.84		5.40	0.46
MICHIGAN	43.62	23.43	25.61	0.44		6.91		
MINNESOTA	47.58	21.68	6.08	2.50	0.31	21.68	0.16	
MISSISSIPPI	4.56	36.48	37.13	0.33		20.85	0.33	0.33
MISSOURI	27.37	34.74	12.28	9.12		16.49		
MONTANA	43.64	14.55	31.82	8.18		1.82		
NEBRASKA	52.33	17.83	12.79	1.94		14.73		0.39
NEVADA	22.22	16.67	59.72	1.39				
NEW HAMPSHIRE	19.00	6.00	3.00	61.00	2.00		9.00	
NEW JERSEY	4.17	22.05	44.97	24.13	4.34			0.35
NEW MEXICO	37.76	19.39	20.41			22.45		
NEW YORK	23.61	16.82	19.35	14.64	18.09	4.46	2.84	0.20
NORTH CAROLINA	44.94	18.85	11.03	0.69		24.25		0.21
NORTH DAKOTA	71.43	24.49	2.04	2.04				
OHIO	21.12	30.14	35.37	4.07	0.68	8.43		0.19
OKLAHOMA	26.79	18.45	20.54	8.04	0.30	25.30		0.60
OREGON	66.67	9.66	8.71	0.19	2.08	11.74		0.95
PENNSYLVANIA	55.88	13.77	15.05	1.20	8.33		5.76	
PUERTO RICO	7.57	42.43	40.46	4.93	3.62	0.33	0.33	0.33
RHODE ISLAND	12.86	7.14	7.14	65.71	4.29		2.86	
SOUTH CAROLINA	29.95	35.89	13.86	1.98		18.07		0.25
SOUTH DAKOTA	45.45	17.05	2.27	9.09		25.00	1.14	
TENNESSEE	42.38	14.07	25.29	3.18		14.57		0.50
TEXAS	9.90	21.43	22.46	2.75	0.05	40.76		2.66
UTAH	43.43	14.60	7.30			34.31		0.36
VERMONT	65.67	2.99			1.49		29.85	
VIRGINIA	33.33	24.62	22.54	0.76	0.76	17.80	0.19	
WASHINGTON	36.48	36.36	17.49		0.58	8.86	0.12	0.12
WEST VIRGINIA	9.89	41.76	17.58	6.59		23.08	1.10	
WISCONSIN	66.67	10.67	17.33			5.33		
WYOMING	63.24	19.12	8.82	2.94		5.88		
AMERICAN SAMOA	16.67		83.33					
GUAM	33.33	6.67	60.00					
NORTHERN MARIANAS								
PALAU								
VIRGIN ISLANDS			100.00					
BUR. OF INDIAN AFFAIRS	18.18	63.64	18.18					
U.S. AND OUTLYING AREAS	29.73	21.39	25.15	4.81	2.80	14.67	1.07	0.37
50 STATES, D.C., & P.R.	29.74	21.39	25.11	4.82	2.81	14.69	1.07	0.37

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES

DATA AS OF OCTOBER 1, 1994

SOURCE: AR_AB5.SFW

Table AB5

Number of Children Age 12-17 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

ORTHOPEDIC IMPAIRMENTS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND -HOSPITAL ENVIRONMENT
	NUMBER							
ALABAMA	84	31	56	3	0	0	0	2
ALASKA	8	6	6	0	0	0	0	0
ARIZONA	37	85	88	2	4	0	0	5
ARKANSAS	17	27	12	1	1	0	3	1
CALIFORNIA	1,031	385	1,526	224	8	0	0	43
COLORADO	149	141	37	1	0	0	0	17
CONNECTICUT	44	8	4	2	3	0	0	4
DELAWARE	17	10	57	5	1	0	0	35
DISTRICT OF COLUMBIA	2	1	1	20	0	0	0	0
FLORIDA	494	226	1,144	64	6	0	0	86
GEORGIA	83	66	85	0	0	0	0	3
HAWAII	37	15	52	0	0	0	0	2
IDAHO	31	24	4	0	0	0	0	1
ILLINOIS	140	150	374	185	8	20	1	86
INDIANA	158	13	66	0	0	0	0	0
IOWA	138	137	51	1	0	0	0	17
KANSAS	65	32	15	0	5	0	0	0
KENTUCKY	83	42	36	0	0	0	0	3
LOUISIANA	92	78	214	6	2	6	0	11
MAINE	30	15	4	1	0	0	0	0
MARYLAND	87	24	48	4	2	0	0	2
MASSACHUSETTS	243	35	74	3	38	0	3	28
MICHIGAN	958	513	400	29	.	1	0	25
MINNESOTA	244	159	25	6	1	5	0	2
MISSISSIPPI	32	103	188	10	1	3	2	58
MISSOURI	104	50	46	118	6	0	0	0
MONTANA	21	12	3	0	0	0	0	2
NEBRASKA	100	24	20	1	0	0	0	7
NEVADA	9	9	4	0	0	0	0	1
NEW HAMPSHIRE	28	11	4	0	0	0	0	0
NEW JERSEY	7	76	68	25	32	0	0	6
NEW MEXICO	86	62	87	0	0	0	0	5
NEW YORK	357	146	169	41	56	2	1	7
NORTH CAROLINA	190	58	59	18	0	0	0	7
NORTH DAKOTA	22	5	2	0	1	3	3	0
OHIO	164	173	154	32	6	0	.	359
OKLAHOMA	52	15	26	3	0	0	0	1
OREGON	212	72	50	0	1	0	0	4
PENNSYLVANIA	67	56	539	87	25	0	10	6
PUERTO RICO	35	89	8	0	40	1	2	17
RHODE ISLAND	11	22	15	0	6	0	2	2
SOUTH CAROLINA	52	130	77	16	0	0	0	3
SOUTH DAKOTA	28	9	3	1	1	2	19	0
TENNESSEE	121	75	130	20	0	0	0	75
TEXAS	464	849	458	20	1	37	0	29
UTAH	20	23	25	0	0	0	0	17
VERMONT	32	1	0	0	0	0	0	1
VIRGINIA	101	50	63	9	1	0	2	2
WASHINGTON	196	108	124	6	4	0	0	1
WEST VIRGINIA	32	32	33	1	0	0	1	5
WISCONSIN	132	29	47	0	0	0	0	2
WYOMING	31	14	7	0	0	1	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	6	1	3	0	0	0	0	0
NORTHERN MARIANAS	4	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	2	5	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	6,990	4,532	6,791	965	260	81	49	990
50 STATES, D.C., & P.R.	6,978	4,526	6,788	965	260	81	49	990

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES

DATA AS OF OCTOBER 1, 1994

SOURCE: AR_AB5.SFW

BEST COPY AVAILABLE

Table AB5

Percentage of Children Age 12-17 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

ORTHOPEDIC IMPAIRMENTS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	PERCENTAGE							
ALABAMA	47.73	17.61	31.82	1.70	.	.	.	1.14
ALASKA	40.00	30.00	30.00	.	.	.	.	.
ARIZONA	16.74	38.46	39.82	0.90	1.81	.	.	2.26
ARKANSAS	27.42	43.55	19.35	1.61	1.61	.	4.84	1.61
CALIFORNIA	32.05	11.97	47.44	6.96	0.25	.	.	1.34
COLORADO	43.19	40.87	10.72	0.29	.	.	.	4.93
CONNECTICUT	67.69	12.31	6.15	3.08	4.62	.	.	6.15
DELAWARE	13.60	8.00	45.60	4.00	0.80	.	.	28.00
DISTRICT OF COLUMBIA	8.33	4.17	4.17	83.33	.	.	.	.
FLORIDA	24.46	11.19	56.63	3.17	0.30	.	.	4.26
GEORGIA	35.02	27.85	35.86	.	.	.	.	1.27
HAWAII	34.91	14.15	49.06	.	.	.	.	1.89
IDAHO	51.67	40.00	6.67	.	.	.	.	1.67
ILLINOIS	14.52	15.56	38.80	19.19	0.83	2.07	0.10	8.92
INDIANA	66.67	5.49	27.85	.	.	.	.	.
IOWA	40.12	39.83	14.83	0.29	.	.	.	4.94
KANSAS	55.56	27.35	12.82	.	4.27	.	.	.
KENTUCKY	50.61	25.61	21.95	.	.	.	.	1.83
LOUISIANA	22.49	19.07	52.32	1.47	0.49	1.47	.	2.69
MAINE	60.00	30.00	8.00	2.00	.	.	.	.
MARYLAND	52.10	14.37	28.74	2.40	1.20	.	.	1.20
MASSACHUSETTS	57.31	8.25	17.45	0.71	8.96	.	0.71	6.60
MICHIGAN	49.74	26.64	20.77	1.51	.	0.05	.	1.30
MINNESOTA	55.20	35.97	5.66	1.36	0.23	1.13	.	0.45
MISSISSIPPI	8.06	25.94	47.36	2.52	0.25	0.76	0.50	14.61
MISSOURI	32.10	15.43	14.20	36.42	1.85	.	.	.
MONTANA	55.26	31.58	7.89	.	.	.	.	5.26
NEBRASKA	65.79	15.79	13.16	0.66	.	.	.	4.61
NEVADA	39.13	39.13	17.39	.	.	.	.	4.35
NEW HAMPSHIRE	65.12	25.58	9.30	.	.	.	.	.
NEW JERSEY	3.27	35.51	31.78	11.68	14.95	.	.	2.80
NEW MEXICO	35.83	25.83	36.25	.	.	.	.	2.08
NEW YORK	45.83	18.74	21.69	5.26	7.19	0.26	0.13	0.90
NORTH CAROLINA	57.23	17.47	17.77	5.42	.	.	.	2.11
NORTH DAKOTA	61.11	13.89	5.56	.	2.78	8.33	8.33	.
OHIO	18.47	19.48	17.34	3.60	0.68	.	.	40.43
OKLAHOMA	53.61	15.46	26.80	3.09	.	.	.	1.03
OREGON	62.54	21.24	14.75	.	0.29	.	.	1.18
PENNSYLVANIA	8.48	7.09	68.23	11.01	3.16	.	1.27	0.76
PUERTO RICO	18.23	46.35	4.17	.	20.83	0.52	1.04	8.85
RHODE ISLAND	18.97	37.93	25.86	.	10.34	.	3.45	3.45
SOUTH CAROLINA	18.71	46.76	27.70	5.76	.	.	.	1.08
SOUTH DAKOTA	44.44	14.29	4.76	1.59	1.59	3.17	30.16	.
TENNESSEE	28.74	17.81	30.88	4.75	.	.	.	17.81
TEXAS	24.97	45.69	24.65	1.08	0.05	1.99	.	1.56
UTAH	23.53	27.06	29.41	.	.	.	.	20.00
VERMONT	94.12	2.94	.	.	.	.	.	2.94
VIRGINIA	44.30	21.93	27.63	3.95	0.44	.	0.88	0.88
WASHINGTON	44.65	24.60	28.25	1.37	0.91	.	.	0.23
WEST VIRGINIA	30.77	30.77	31.73	0.96	.	.	0.96	4.81
WISCONSIN	62.86	13.81	22.38	.	.	.	.	0.95
WYOMING	58.49	26.42	13.21	.	.	1.89	.	.
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	60.00	10.00	30.00	.	.	.	.	.
NORTHERN MARIANAS	100.00	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	28.57	71.43	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	33.84	21.94	32.87	4.67	1.26	0.39	0.24	4.79
50 STATES, D.C., & P.R.	33.81	21.93	32.89	4.68	1.26	0.39	0.24	4.80

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB5.SFW

Table AB5

Number of Children Age 12-17 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

OTHER HEALTH IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	209	49	65	16	1	0	0	18
ALASKA	31	21	11	0	0	0	1	0
ARIZONA	11	54	19	0	1	0	0	27
ARKANSAS	75	118	40	1	9	0	4	9
CALIFORNIA	2.345	908	840	28	74	0	5	101
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	183	79	39	0	30	0	9	18
DELAWARE	0	0	0	0	0	0	1	0
DISTRICT OF COLUMBIA	1	1	0	22	0	0	0	0
FLORIDA	0	0	0	0	0	0	0	307
GEORGIA	135	175	92	0	0	0	0	10
HAWAII	21	30	45	0	0	0	0	1
IDAHO	88	44	9	1	0	0	0	20
ILLINOIS	36	96	107	64	5	0	6	627
INDIANA	70	0	5	0	0	0	0	0
IOWA	0	0	0	0	0	1	0	0
KANSAS	129	98	55	4	1	4	0	11
KENTUCKY	63	62	10	5	0	0	0	8
LOUISIANA	191	229	379	18	6	4	0	35
MAINE	88	60	20	0	1	0	0	6
MARYLAND	227	76	118	22	16	0	16	17
MASSACHUSETTS	136	64	54	9	26	0	9	432
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	294	155	35	3	0	1	3	14
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	52	64	16	30	0	0	2	32
MONTANA	82	42	13	0	0	0	0	23
NEBRASKA	106	76	84	6	1	3	0	18
NEVADA	52	124	2	1	4	0	0	101
NEW HAMPSHIRE	168	64	56	11	6	0	9	3
NEW JERSEY	46	129	57	15	5	2	0	62
NEW MEXICO	51	52	45	0	0	0	0	5
NEW YORK	738	337	388	56	21	0	6	35
NORTH CAROLINA	524	328	164	9	0	0	0	44
NORTH DAKOTA	28	12	0	0	0	2	2	1
OHIO	119	29	10	15	3	0	.	1,181
OKLAHOMA	88	30	18	3	0	1	0	6
OREGON	270	114	56	5	15	0	0	24
PENNSYLVANIA	28	7	4	1	0	0	0	0
PUERTO RICO	21	95	20	1	0	0	0	41
RHODE ISLAND	48	20	13	0	2	0	4	82
SOUTH CAROLINA	16	37	5	0	7	0	0	0
SOUTH DAKOTA	12	7	1	0	1	1	2	1
TENNESSEE	333	213	191	19	4	3	0	595
TEXAS	1,346	2,454	1,310	54	3	50	1	79
UTAH	57	72	50	1	0	0	0	7
VERMONT	67	5	3	2	3	0	1	2
VIRGINIA	230	128	69	2	1	2	1	2
WASHINGTON	1,279	1,215	647	22	14	0	0	25
WEST VIRGINIA	10	16	8	0	0	0	0	1
WISCONSIN	106	30	19	2	0	0	0	15
WYOMING	61	63	19	2	0	4	1	3
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	11	0	1	0	0	0	0	0
NORTHERN MARIANAS	2	0	1	0	2	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	1	0	0	0	0	0	1	2
BUR. OF INDIAN AFFAIRS	12	12	4	0	0	0	0	0
U.S. AND OUTLYING AREAS	10,297	8,094	5,217	450	262	78	84	4,051
50 STATES, D.C., & P.R.	10,271	8,082	5,211	450	260	78	83	4,049

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB5.SFW

Table AB5

Percentage of Children Age 12-17 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

OTHER HEALTH IMPAIRMENTS

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	58.38	13.69	18.16	4.47	0.28	.	.	5.03
ALASKA	48.44	32.81	17.19	.	.	.	1.56	.
ARIZONA	9.82	48.21	16.96	.	0.89	.	.	24.11
ARKANSAS	29.30	46.09	15.63	0.39	3.52	.	1.56	3.52
CALIFORNIA	54.52	21.11	19.53	0.65	1.72	.	0.12	2.35
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	51.12	22.07	10.89	.	8.38	.	2.51	5.03
DELAWARE	.	.	.	.	.	.	100.00	.
DISTRICT OF COLUMBIA	4.17	4.17	.	91.67	.	.	.	.
FLORIDA	.	.	.	.	.	.	.	100.00
GEORGIA	32.77	42.48	22.33	.	.	.	.	2.43
HAWAII	21.65	30.93	46.39	.	.	.	.	1.03
IDAHO	54.32	27.16	5.56	0.62	.	.	.	12.35
ILLINOIS	3.83	10.20	11.37	6.80	0.53	.	0.64	66.63
INDIANA	93.33	.	6.67	.	.	.	.	.
IOWA	.	.	.	.	.	100.00	.	.
KANSAS	42.72	32.45	18.21	1.32	0.33	1.32	.	3.64
KENTUCKY	42.57	41.89	6.76	3.38	.	.	.	5.41
LOUISIANA	22.16	26.57	43.97	2.09	0.70	0.46	.	4.06
MAINE	50.29	34.29	11.43	.	0.57	.	.	3.43
MARYLAND	46.14	15.45	23.98	4.47	3.25	.	3.25	3.46
MASSACHUSETTS	18.63	8.77	7.40	1.23	3.56	.	1.23	59.18
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	58.22	30.69	6.93	0.59	.	0.20	0.59	2.77
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	26.53	32.65	8.16	15.31	.	.	1.02	16.33
MONTANA	51.25	26.25	8.13	.	.	.	.	14.38
NEBRASKA	36.05	25.85	28.57	2.04	0.34	1.02	.	6.12
NEVADA	18.31	43.66	0.70	0.35	1.41	.	.	35.56
NEW HAMPSHIRE	53.00	20.19	17.67	3.47	1.89	.	2.84	0.95
NEW JERSEY	14.56	40.82	18.04	4.75	1.58	0.63	.	19.62
NEW MEXICO	33.33	33.99	29.41	.	.	.	.	3.27
NEW YORK	46.68	21.32	24.54	3.54	1.33	.	0.38	2.21
NORTH CAROLINA	49.02	30.68	15.34	0.84	.	.	.	4.12
NORTH DAKOTA	62.22	26.67	.	.	.	4.44	4.44	2.22
OHIO	8.77	2.14	0.74	1.11	0.22	.	.	87.03
OKLAHOMA	60.27	20.55	12.33	2.05	.	0.68	.	4.11
OREGON	55.79	23.55	11.57	1.03	3.10	.	.	4.96
PENNSYLVANIA	70.00	17.50	10.00	2.50	.	.	.	.
PUERTO RICO	11.80	53.37	11.24	0.56	.	.	.	23.03
RHODE ISLAND	28.40	11.83	7.69	.	1.18	.	2.37	48.52
SOUTH CAROLINA	24.62	56.92	7.69	.	10.77	.	.	.
SOUTH DAKOTA	48.00	28.00	4.00	.	4.00	4.00	8.00	4.00
TENNESSEE	24.52	15.68	14.06	1.40	0.29	0.22	.	43.81
TEXAS	25.41	46.33	24.73	1.02	0.06	0.94	0.02	1.49
UTAH	30.48	38.50	26.74	0.53	.	.	.	3.74
VERMONT	80.72	6.02	3.61	2.41	3.61	.	1.20	2.41
VIRGINIA	52.87	29.43	15.86	0.46	0.23	0.46	0.23	0.46
WASHINGTON	39.94	37.95	20.21	0.69	0.44	.	.	0.78
WEST VIRGINIA	28.57	45.71	22.86	.	.	.	.	2.86
WISCONSIN	61.63	17.44	11.05	1.16	.	.	.	8.72
WYOMING	39.87	41.18	12.42	1.31	.	2.61	0.65	1.96
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	91.67	.	8.33	.	.	.	.	.
NORTHERN MARIANAS	40.00	.	20.00	.	40.00	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	25.00	.	.	.	.	.	25.00	50.00
BUR. OF INDIAN AFFAIRS	42.86	42.86	14.29	.	.	.	.	.
U.S. AND OUTLYING AREAS	36.09	28.37	18.28	1.58	0.92	0.27	0.29	14.20
50 STATES, D.C., & P.R.	36.06	28.37	18.29	1.58	0.91	0.27	0.29	14.21

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB5.SFW

Table AB5

Number of Children Age 12-17 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

VISUAL IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	111	19	12	19	0	51	0	0
ALASKA	6	5	1	0	0	0	0	0
ARIZONA	31	66	18	26	1	16	11	0
ARKANSAS	20	8	10	0	0	57	0	0
CALIFORNIA	545	297	393	53	3	7	2	8
COLORADO	84	31	4	0	0	14	0	5
CONNECTICUT	83	27	46	21	11	0	2	0
DELAWARE	17	3	4	7	0	0	0	0
DISTRICT OF COLUMBIA	13	0	2	5	0	0	2	0
FLORIDA	203	65	126	9	0	1	0	1
GEORGIA	104	49	12	2	0	51	0	0
HAWAII	20	4	6	1	0	0	0	0
IDAHO	21	14	0	0	0	0	0	0
ILLINOIS	119	182	111	5	1	50	0	0
INDIANA	156	8	18	41	0	41	0	0
IOWA	30	26	5	0	0	26	0	0
KANSAS	52	11	8	0	0	8	0	0
KENTUCKY	123	35	6	1	0	71	0	3
LOUISIANA	88	31	58	0	0	20	0	1
MAINE	30	11	0	0	0	0	0	0
MARYLAND	104	17	25	7	1	64	0	0
MASSACHUSETTS	151	56	40	3	15	0	10	2
MICHIGAN	218	60	69	0	.	13	0	1
MINNESOTA	78	39	4	3	0	40	0	0
MISSISSIPPI	9	37	34	2	0	29	0	2
MISSOURI	116	38	22	21	0	21	0	0
MONTANA	13	8	12	2	0	0	0	1
NEBRASKA	67	23	5	1	0	9	0	0
NEVADA	8	4	27	1	0	0	0	1
NEW HAMPSHIRE	6	3	0	32	0	0	2	0
NEW JERSEY	129	27	24	1	10	1	0	1
NEW MEXICO	24	10	14	27	0	0	0	0
NEW YORK	231	144	123	22	62	18	1	3
NORTH CAROLINA	178	47	25	0	0	43	0	2
NORTH DAKOTA	22	1	1	0	0	1	0	0
OHIO	199	96	81	5	6	64	.	1
OKLAHOMA	57	11	17	2	0	29	0	1
OREGON	103	13	17	0	0	12	0	2
PENNSYLVANIA	391	54	44	3	57	0	44	0
PUERTO RICO	36	163	14	1	3	0	2	5
RHODE ISLAND	16	9	9	0	0	0	2	0
SOUTH CAROLINA	75	63	22	4	0	17	0	0
SOUTH DAKOTA	14	6	1	2	0	10	1	0
TENNESSEE	243	52	40	5	1	0	0	1
TEXAS	184	341	198	11	0	65	0	13
UTAH	52	31	12	1	0	14	0	0
VERMONT	13	1	0	0	0	0	1	0
VIRGINIA	175	15	6	0	4	26	0	0
WASHINGTON	73	33	15	0	0	24	0	0
WEST VIRGINIA	16	45	2	9	0	29	0	0
WISCONSIN	77	19	4	0	0	18	0	0
WYOMING	21	6	2	0	0	1	0	0
AMERICAN SAMOA	0	3	0	0	0	0	0	0
GUAM	8	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	1	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	2	2	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	4,966	2,369	1,749	355	175	961	80	54
50 STATES, D.C., & P.R.	4,955	2,364	1,749	355	175	961	80	54

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB5.SFW

Table AB5

Percentage of Children Age 12-17 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

VISUAL IMPAIRMENTS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	PERCENTAGE							
ALABAMA	52.36	8.96	5.66	8.96	.	24.06	.	.
ALASKA	50.00	41.67	8.33	.	.	.	.	.
ARIZONA	18.34	39.05	10.65	15.38	0.59	9.47	6.51	.
ARKANSAS	21.05	8.42	10.53	.	.	60.00	.	.
CALIFORNIA	41.67	22.71	30.05	4.05	0.23	0.54	0.15	0.61
COLORADO	60.87	22.46	2.90	.	.	10.14	.	3.62
CONNECTICUT	43.68	14.21	24.21	11.05	5.79	.	1.05	.
DELAWARE	54.84	9.68	12.90	22.58	.	.	.	.
DISTRICT OF COLUMBIA	59.09	.	9.09	22.73	.	.	9.09	.
FLORIDA	50.12	16.05	31.11	2.22	.	0.25	.	0.25
GEORGIA	47.71	22.48	5.50	0.92	.	23.39	.	.
HAWAII	64.52	12.90	19.35	3.23	.	.	.	.
IDAHO	60.00	40.00	.	.	.	.	.	.
ILLINOIS	25.43	38.89	23.72	1.07	0.21	10.68	.	.
INDIANA	59.09	3.03	6.82	15.53	.	15.53	.	.
IOWA	34.48	29.89	5.75	.	.	29.89	.	.
KANSAS	65.82	13.92	10.13	.	.	10.13	.	.
KENTUCKY	51.46	14.64	2.51	0.42	.	29.71	.	1.26
LOUISIANA	44.44	15.66	29.29	.	.	10.10	.	0.51
MAINE	73.17	26.83	.	.	.	.	.	.
MARYLAND	47.71	7.80	11.47	3.21	0.46	29.36	.	.
MASSACHUSETTS	54.51	20.22	14.44	1.08	5.42	.	3.61	0.72
MICHIGAN	60.39	16.62	19.11	.	.	3.60	.	0.28
MINNESOTA	47.56	23.78	2.44	1.83	.	24.39	.	.
MISSISSIPPI	7.96	32.74	30.09	1.77	.	25.66	.	1.77
MISSOURI	53.21	17.43	10.09	9.63	.	9.63	.	.
MONTANA	36.11	22.22	33.33	5.56	.	.	.	2.78
NEBRASKA	63.81	21.90	4.76	0.95	.	8.57	.	.
NEVADA	19.51	9.76	65.85	2.44	.	.	.	2.44
NEW HAMPSHIRE	13.95	6.98	.	74.42	.	.	4.65	.
NEW JERSEY	66.84	13.99	12.44	0.52	5.18	0.52	.	0.52
NEW MEXICO	32.00	13.33	18.67	36.00	.	.	.	.
NEW YORK	38.25	23.84	20.36	3.64	10.26	2.98	0.17	0.50
NORTH CAROLINA	60.34	15.93	8.47	.	.	14.58	.	0.68
NORTH DAKOTA	88.00	4.00	4.00	.	.	4.00	.	.
OHIO	44.03	21.24	17.92	1.11	1.33	14.16	.	0.22
OKLAHOMA	48.72	9.40	14.53	1.71	.	24.79	.	0.85
OREGON	70.07	8.84	11.56	.	.	8.16	.	1.36
PENNSYLVANIA	65.94	9.11	7.42	0.51	9.61	.	7.42	.
PUERTO RICO	16.07	72.77	6.25	0.45	1.34	.	0.89	2.23
RHODE ISLAND	44.44	25.00	25.00	.	.	.	5.56	.
SOUTH CAROLINA	41.44	34.81	12.15	2.21	.	9.39	.	.
SOUTH DAKOTA	41.18	17.65	2.94	5.88	.	29.41	2.94	.
TENNESSEE	71.05	15.20	11.70	1.46	0.29	.	.	0.29
TEXAS	22.66	42.00	24.38	1.35	.	8.00	.	1.60
UTAH	47.27	28.18	10.91	0.91	.	12.73	.	.
VERMONT	86.67	6.67	.	.	.	.	6.67	.
VIRGINIA	77.43	6.64	2.65	.	1.77	11.50	.	.
WASHINGTON	50.34	22.76	10.34	.	.	16.55	.	.
WEST VIRGINIA	15.84	44.55	1.98	8.91	.	28.71	.	.
WISCONSIN	65.25	16.10	3.39	.	.	15.25	.	.
WYOMING	70.00	20.00	6.67	.	.	3.33	.	.
AMERICAN SAMOA	.	100.00	.	.	.	.	.	.
GUAM	100.00	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	100.00	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	50.00	50.00	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	46.37	22.12	16.33	3.31	1.63	8.97	0.75	0.50
50 STATES, D.C., & P.R.	46.34	22.11	16.36	3.32	1.64	8.99	0.75	0.51

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB5.SFW

Table AB5

Number of Children Age 12-17 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

AUTISM

-NUMBER-

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	1	1	7	8	5	9	4	0
ALASKA	0	1	1	0	0	0	0	0
ARIZONA	0	2	35	2	32	0	0	1
ARKANSAS	0	2	8	0	2	0	1	0
CALIFORNIA	10	79	188	109	108	0	3	5
COLORADO	0	1	5	0	0	1	0	0
CONNECTICUT	10	9	12	6	9	0	2	2
DELAWARE	0	2	4	26	0	1	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0
FLORIDA	26	9	367	66	0	0	0	0
GEORGIA	2	2	97	0	0	1	0	0
HAWAII	0	0	20	0	0	0	0	0
IDAHO	4	1	7	2	0	0	0	0
ILLINOIS	1	2	72	18	44	1	7	0
INDIANA	68	0	87	2	0	0	0	0
IOWA	1	2	24	2	0	0	0	0
KANSAS	0	4	16	1	1	0	0	0
KENTUCKY	0	2	4	1	0	0	0	0
LOUISIANA	3	3	113	8	0	5	0	0
MAINE	1	2	2	0	1	0	3	0
MARYLAND	0	0	3	2	0	0	1	0
MASSACHUSETTS	11	3	107	28	76	0	56	3
MICHIGAN	41	51	173	156	.	0	0	1
MINNESOTA	4	12	49	12	2	3	2	0
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	16	6	68	30	8	0	0	0
MONTANA	1	1	5	0	0	0	0	0
NEBRASKA	0	0	0	0	0	0	0	0
NEVADA	0	0	0	0	0	0	1	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	0
NEW JERSEY	0	0	7	36	61	18	6	1
NEW MEXICO	1	1	7	0	0	0	0	0
NEW YORK	32	16	63	364	50	3	36	4
NORTH CAROLINA	10	7	174	54	1	0	0	0
NORTH DAKOTA	0	1	2	1	0	0	1	0
OHIO	0	2	2	0	0	0	.	0
OKLAHOMA	0	1	5	0	0	0	0	0
OREGON	37	36	87	1	1	0	0	0
PENNSYLVANIA	0	5	49	72	7	1	1	1
PUERTO RICO	1	2	78	6	0	0	0	8
RHODE ISLAND	0	0	1	0	4	0	3	1
SOUTH CAROLINA	0	0	40	2	0	0	0	1
SOUTH DAKOTA	1	6	3	0	0	1	3	0
TENNESSEE	4	4	69	0	3	8	0	0
TEXAS	162	296	160	7	1	17	0	10
UTAH	0	0	28	7	0	7	0	1
VERMONT	3	0	0	0	0	0	0	0
VIRGINIA	3	9	96	30	6	7	11	0
WASHINGTON	0	0	0	0	0	0	0	0
WEST VIRGINIA	1	2	27	2	0	0	0	0
WISCONSIN	2	4	57	0	0	0	0	0
WYOMING	1	0	1	0	0	1	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	1	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	458	589	2,431	1,061	422	84	141	39
50 STATES, D.C., & P.R.	458	589	2,430	1,061	422	84	141	39

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB5.SFW

Table AB5

Percentage of Children Age 12-17 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

AUTISM

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	PERCENTAGE							
ALABAMA	2.86	2.86	20.00	22.86	14.29	25.71	11.43	.
ALASKA	.	50.00	50.00	.	.	.	.	.
ARIZONA	.	2.78	48.61	2.78	44.44	.	.	1.39
ARKANSAS	.	15.38	61.54	.	15.38	.	7.69	.
CALIFORNIA	1.99	15.74	37.45	21.71	21.51	.	0.60	1.00
COLORADO	.	14.29	71.43	.	.	14.29	.	.
CONNECTICUT	20.00	18.00	24.00	12.00	18.00	.	4.00	4.00
DELAWARE	.	6.06	12.12	78.79	.	3.03	.	.
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	5.56	1.92	78.42	14.10	.	.	.	.
GEORGIA	1.96	1.96	95.10	.	.	0.98	.	.
HAWAII	.	.	100.00	.	.	.	.	.
IDAHO	28.57	7.14	50.00	14.29	.	.	.	.
ILLINOIS	0.69	1.38	49.66	12.41	30.34	0.69	4.83	.
INDIANA	43.31	.	55.41	1.27	.	.	.	.
IOWA	3.45	6.90	82.76	6.90	.	.	.	.
KANSAS	.	18.18	72.73	4.55	4.55	.	.	.
KENTUCKY	.	28.57	57.14	14.29	.	.	.	.
LOUISIANA	2.27	2.27	85.61	6.06	.	3.79	.	.
MAINE	11.11	22.22	22.22	.	11.11	.	33.33	.
MARYLAND	.	.	50.00	33.33	.	.	16.67	.
MASSACHUSETTS	3.87	1.06	37.68	9.86	26.76	.	19.72	1.06
MICHIGAN	9.72	12.09	41.00	36.97	.	.	.	0.24
MINNESOTA	4.76	14.29	58.33	14.29	2.38	3.57	2.38	.
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	12.50	4.69	53.13	23.44	6.25	.	.	.
MONTANA	14.29	14.29	71.43	.	.	.	.	.
NEBRASKA	.	.	.	.	.	.	.	.
NEVADA	.	.	.	.	.	.	100.00	.
NEW HAMPSHIRE	.	.	.	.	.	.	.	.
NEW JERSEY	.	.	5.43	27.91	47.29	13.95	4.65	0.78
NEW MEXICO	11.11	11.11	77.78	.	.	.	.	.
NEW YORK	5.63	2.82	11.09	64.08	8.80	0.53	6.34	0.70
NORTH CAROLINA	4.07	2.85	70.73	21.95	0.41	.	.	.
NORTH DAKOTA	.	20.00	40.00	20.00	.	.	20.00	.
OHIO	.	50.00	50.00	.	.	.	.	.
OKLAHOMA	.	16.67	83.33	.	.	.	.	.
OREGON	22.84	22.22	53.70	0.62	0.62	.	.	.
PENNSYLVANIA	.	3.68	36.03	52.94	5.15	0.74	0.74	0.74
PUERTO RICO	1.05	2.11	82.11	6.32	.	.	.	8.42
RHODE ISLAND	.	.	11.11	.	44.44	.	33.33	11.11
SOUTH CAROLINA	.	.	93.02	4.65	.	.	.	2.33
SOUTH DAKOTA	7.14	42.86	21.43	.	.	7.14	21.43	.
TENNESSEE	4.55	4.55	78.41	.	3.41	9.09	.	.
TEXAS	24.81	45.33	24.50	1.07	0.15	2.60	.	1.53
UTAH	.	.	65.12	16.28	.	16.28	.	2.33
VERMONT	100.00	.	.	.	.	.	.	.
VIRGINIA	1.85	5.56	59.26	18.52	3.70	4.32	6.79	.
WASHINGTON	.	.	.	.	.	.	.	.
WEST VIRGINIA	3.13	6.25	84.38	6.25	.	.	.	.
WISCONSIN	3.17	6.35	90.48	.	.	.	.	.
WYOMING	33.33	.	33.33	.	.	33.33	.	.
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	100.00	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	8.77	11.27	46.53	20.31	8.08	1.61	2.70	0.75
50 STATES, D.C., & P.R.	8.77	11.27	46.52	20.31	8.08	1.61	2.70	0.75

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB5.SFW

Table AB5

Number of Children Age 12-17 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

DEAF-BLINDNESS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0	0	3	0	0	0	0	0
ALASKA	0	0	0	0	0	0	0	0
ARIZONA	0	0	0	0	0	0	0	0
ARKANSAS	0	0	0	4	0	0	0	0
CALIFORNIA	5	5	29	5	3	7	0	0
COLORADO	5	0	9	9	0	2	0	0
CONNECTICUT	2	2	1	2	0	0	0	0
DELAWARE	0	0	0	11	0	2	0	0
DISTRICT OF COLUMBIA	0	0	0	5	0	0	0	0
FLORIDA	0	0	4	8	0	0	0	0
GEORGIA	0	0	1	0	0	11	0	0
HAWAII	0	0	2	0	0	0	0	0
IDAHO	1	0	0	0	0	0	0	0
ILLINOIS	0	2	3	1	0	6	0	0
INDIANA	3	1	18	5	0	3	0	2
IOWA	0	0	13	0	0	2	0	0
KANSAS	1	0	3	0	0	0	0	0
KENTUCKY	2	3	0	0	0	1	0	0
LOUISIANA	0	1	2	0	0	3	0	0
MAINE	0	2	1	0	0	0	1	0
MARYLAND	2	0	1	1	0	12	0	0
MASSACHUSETTS	0	0	6	2	9	0	5	0
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	0	1	1	1	0	4	0	0
MISSISSIPPI	0	0	1	1	0	1	0	1
MISSOURI	6	6	18	10	4	4	0	0
MONTANA	5	1	6	0	0	0	0	0
NEBRASKA	1	0	0	0	0	0	0	0
NEVADA	0	2	1	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0	1	0
NEW JERSEY	1	0	3	9	18	12	2	0
NEW MEXICO	0	0	1	0	0	1	0	0
NEW YORK	17	5	12	1	1	4	0	1
NORTH CAROLINA	1	0	2	0	0	10	0	0
NORTH DAKOTA	1	1	1	0	0	21	0	0
OHIO	1	1	2	1	0	0	.	0
OKLAHOMA	2	1	9	2	0	0	1	0
OREGON	1	0	3	0	0	1	0	0
PENNSYLVANIA	0	2	0	0	0	0	0	0
PUERTO RICO	0	1	6	17	0	0	0	2
RHODE ISLAND	0	0	1	0	1	0	0	0
SOUTH CAROLINA	0	0	4	2	0	6	0	0
SOUTH DAKOTA	0	0	0	1	0	2	2	0
TENNESSEE	2	2	0	1	0	0	0	0
TEXAS	17	31	18	1	0	7	0	3
UTAH	0	1	10	9	0	7	0	0
VERMONT	1	0	0	0	0	0	0	0
VIRGINIA	1	1	0	0	0	0	0	0
WASHINGTON	3	3	6	0	0	1	0	0
WEST VIRGINIA	0	0	0	2	0	6	0	0
WISCONSIN	0	0	1	0	0	0	0	0
WYOMING	0	0	0	0	0	1	0	0
AMERICAN SAMOA	0	0	0	1	0	0	0	0
GUAM	1	0	1	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	4	0	0	18	1	0
U.S. AND OUTLYING AREAS	82	75	207	112	36	155	13	9
50 STATES, D.C., & P.R.	81	75	202	111	36	137	12	9

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB5.SFW

Table AB5

Percentage of Children Age 12-17 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

DEAF-BLINDNESS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	PERCENTAGE							
ALABAMA	.	.	100.00	.	.	.	.	.
ALASKA	.	.	.	.	.	.	.	.
ARIZONA	.	.	.	.	.	.	.	.
ARKANSAS	.	.	.	100.00	.	.	.	.
CALIFORNIA	9.26	9.26	53.70	9.26	5.56	12.96	.	.
COLORADO	20.00	.	36.00	36.00	.	8.00	.	.
CONNECTICUT	28.57	28.57	14.29	28.57	.	.	.	.
DELAWARE	.	.	.	84.62	.	15.38	.	.
DISTRICT OF COLUMBIA	.	.	.	100.00	.	.	.	.
FLORIDA	.	.	33.33	66.67	.	.	.	.
GEORGIA	.	.	8.33	.	.	91.67	.	.
HAWAII	.	.	100.00	.	.	.	.	.
IDAHO	100.00	.	.	.	.	.	.	.
ILLINOIS	.	16.67	25.00	8.33	.	50.00	.	.
INDIANA	9.38	3.13	56.25	15.63	.	9.38	.	6.25
IOWA	.	.	86.67	.	.	13.33	.	.
KANSAS	25.00	.	75.00	.	.	.	.	.
KENTUCKY	33.33	50.00	.	.	.	16.67	.	.
LOUISIANA	.	16.67	33.33	.	.	50.00	.	.
MAINE	.	50.00	25.00	.	.	.	25.00	.
MARYLAND	12.50	.	6.25	6.25	.	75.00	.	.
MASSACHUSETTS	.	.	27.27	9.09	40.91	.	22.73	.
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	.	14.29	14.29	14.29	.	57.14	.	.
MISSISSIPPI	.	.	25.00	25.00	.	25.00	.	25.00
MISSOURI	12.50	12.50	37.50	20.83	8.33	8.33	.	.
MONTANA	41.67	8.33	50.00	.	.	.	.	.
NEBRASKA	100.00	.	.	.	.	.	.	.
NEVADA	.	66.67	33.33	.	.	.	.	.
NEW HAMPSHIRE	.	.	.	.	.	.	100.00	.
NEW JERSEY	2.22	.	6.67	20.00	40.00	26.67	4.44	.
NEW MEXICO	.	.	50.00	.	.	50.00	.	.
NEW YORK	41.46	12.20	29.27	2.44	2.44	9.76	.	2.44
NORTH CAROLINA	7.69	.	15.38	.	.	76.92	.	.
NORTH DAKOTA	4.17	4.17	4.17	.	.	87.50	.	.
OHIO	20.00	20.00	40.00	20.00	.	.	.	.
OKLAHOMA	13.33	6.67	60.00	13.33	.	.	6.67	.
OREGON	20.00	.	60.00	.	.	20.00	.	.
PENNSYLVANIA	.	100.00	.	.	.	.	.	.
PUERTO RICO	.	3.85	23.08	65.38	.	.	.	7.69
RHODE ISLAND	.	.	50.00	.	50.00	.	.	.
SOUTH CAROLINA	.	.	33.33	16.67	.	50.00	.	.
SOUTH DAKOTA	.	.	.	20.00	.	40.00	40.00	.
TENNESSEE	40.00	40.00	.	20.00	.	.	.	.
TEXAS	22.08	40.26	23.38	1.30	.	9.09	.	3.90
UTAH	.	3.70	37.04	33.33	.	25.93	.	.
VERMONT	100.00	.	.	.	.	.	.	.
VIRGINIA	50.00	50.00	.	.	.	.	.	.
WASHINGTON	23.08	23.08	46.15	.	.	7.69	.	.
WEST VIRGINIA	.	.	.	25.00	.	75.00	.	.
WISCONSIN	.	.	100.00	.	.	.	.	.
WYOMING	.	.	.	.	.	100.00	.	.
AMERICAN SAMOA	.	.	.	100.00	.	.	.	.
GUAM	50.00	.	50.00	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	17.39	.	.	78.26	4.35	.
U.S. AND OUTLYING AREAS	11.90	10.89	30.04	16.26	5.22	22.50	1.89	1.31
50 STATES, D.C., & P.R.	12.22	11.31	30.47	16.74	5.43	20.66	1.81	1.36

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB5.SFW

Table AB5

Number of Children Age 12-17 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

TRAUMATIC BRAIN INJURY

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	12	6	6	0	0	0	1	2
ALASKA	2	1	5	0	0	0	0	0
ARIZONA	0	6	1	0	1	0	0	0
ARKANSAS	3	5	3	0	0	0	2	2
CALIFORNIA	20	25	31	3	3	0	2	5
COLORADO	1	14	2	0	0	1	0	3
CONNECTICUT	6	1	2	2	1	0	0	1
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	14	16	16	0	0	0	0	0
HAWAII	0	0	0	0	0	0	0	0
IDAHO	2	2	9	0	0	0	0	0
ILLINOIS	1	6	15	14	1	2	0	1
INDIANA	16	15	7	1	0	0	1	0
IOWA	1	2	3	0	0	0	0	2
KANSAS	13	19	15	3	0	13	0	3
KENTUCKY	3	12	5	0	0	0	0	1
LOUISIANA	0	1	0	0	0	0	0	0
MAINE	5	6	5	0	0	0	0	1
MARYLAND	3	1	2	1	0	0	1	0
MASSACHUSETTS	18	15	39	15	27	0	8	15
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	8	5	6	2	0	0	0	1
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	14	20	6	10	0	0	0	2
MONTANA	12	6	2	0	0	0	1	1
NEBRASKA	0	0	0	0	0	0	0	0
NEVADA	3	4	4	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	0
NEW JERSEY	2	4	5	1	3	1	0	2
NEW MEXICO	6	5	6	0	0	1	0	0
NEW YORK	10	6	6	2	1	1	0	4
NORTH CAROLINA	4	1	3	2	0	0	0	1
NORTH DAKOTA	2	1	2	0	0	0	0	1
OHIO	0	9	2	0	0	0	.	0
OKLAHOMA	2	1	6	1	0	0	0	0
OREGON	8	11	2	0	0	0	0	0
PENNSYLVANIA	14	28	106	4	375	1	49	1
PUERTO RICO	0	1	1	0	0	0	0	0
RHODE ISLAND	0	1	3	0	1	0	0	0
SOUTH CAROLINA	1	7	1	0	0	0	0	0
SOUTH DAKOTA	6	6	1	0	1	0	0	0
TENNESSEE	8	15	15	0	2	0	0	2
TEXAS	9	14	8	0	0	1	0	0
UTAH	0	0	1	0	0	0	0	0
VERMONT	4	0	0	0	0	0	0	0
VIRGINIA	7	7	6	0	0	0	0	2
WASHINGTON	0	0	0	0	0	0	0	0
WEST VIRGINIA	4	5	3	0	0	0	0	2
WISCONSIN	3	14	13	0	0	0	0	0
WYOMING	12	7	3	0	0	0	0	1
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	1	0	1	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	2	0	0	0	2	0
U.S. AND OUTLYING AREAS	260	331	380	61	416	21	67	56
50 STATES, D.C., & P.R.	259	331	377	61	416	21	65	56

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB5.SFW

BEST COPY AVAILABLE

Table AB5

Percentage of Children Age 12-17 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

TRAUMATIC BRAIN INJURY

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	PERCENTAGE							
ALABAMA	44.44	22.22	22.22				3.70	7.41
ALASKA	25.00	12.50	62.50					
ARIZONA	.	75.00	12.50		12.50			
ARKANSAS	20.00	33.33	20.00				13.33	13.33
CALIFORNIA	22.47	28.09	34.83	3.37	3.37		2.25	5.62
COLORADO	4.76	66.67	9.52			4.76		14.29
CONNECTICUT	46.15	7.69	15.38	15.38	7.69			7.69
DELAWARE	.	.	.					
DISTRICT OF COLUMBIA	.	.	.					
FLORIDA	.	.	.					
GEORGIA	30.43	34.78	34.78					
HAWAII	.	.	.					
IDAHO	15.38	15.38	69.23					
ILLINOIS	2.50	15.00	37.50	35.00	2.50	5.00		2.50
INDIANA	40.00	37.50	17.50	2.50			2.50	
IOWA	12.50	25.00	37.50					25.00
KANSAS	19.70	28.79	22.73	4.55		19.70		4.55
KENTUCKY	14.29	57.14	23.81					4.76
LOUISIANA	.	100.00	.					
MAINE	29.41	35.29	29.41					5.88
MARYLAND	37.50	12.50	25.00	12.50			12.50	
MASSACHUSETTS	13.14	10.95	28.47	10.95	19.71		5.84	10.95
MICHIGAN	.	.	.					
MINNESOTA	36.36	22.73	27.27	9.09				4.55
MISSISSIPPI	.	.	.					
MISSOURI	26.92	38.46	11.54	19.23				3.85
MONTANA	54.55	27.27	9.09				4.55	4.55
NEBRASKA	.	.	.					
NEVADA	27.27	36.36	36.36					
NEW HAMPSHIRE	.	.	.					
NEW JERSEY	11.11	22.22	27.78	5.56	16.67	5.56		11.11
NEW MEXICO	33.33	27.78	33.33			5.56		
NEW YORK	33.33	20.00	20.00	6.67	3.33	3.33		13.33
NORTH CAROLINA	36.36	9.09	27.27	18.18				9.09
NORTH DAKOTA	33.33	16.67	33.33					16.67
OHIO	.	81.82	18.18					
OKLAHOMA	20.00	10.00	60.00	10.00				
OREGON	38.10	52.38	9.52					
PENNSYLVANIA	2.42	4.84	18.34	0.69	64.88	0.17	8.48	0.17
PUERTO RICO	.	50.00	50.00					
RHODE ISLAND	.	20.00	60.00		20.00			
SOUTH CAROLINA	11.11	77.78	11.11					
SOUTH DAKOTA	42.86	42.86	7.14		7.14			
TENNESSEE	19.05	35.71	35.71		4.76			4.76
TEXAS	28.13	43.75	25.00			3.13		
UTAH	.	.	100.00					
VERMONT	100.00	.	.					
VIRGINIA	31.82	31.82	27.27					9.09
WASHINGTON	.	.	.					
WEST VIRGINIA	28.57	35.71	21.43					14.29
WISCONSIN	10.00	46.67	43.33					
WYOMING	52.17	30.43	13.04					4.35
AMERICAN SAMOA	.	.	.					
GUAM	50.00	.	50.00					
NORTHERN MARIANAS	.	.	.					
PALAU	.	.	.					
VIRGIN ISLANDS	.	.	.					
BUR. OF INDIAN AFFAIRS	.	.	50.00				50.00	
U.S. AND OUTLYING AREAS	16.33	20.79	23.87	3.83	26.13	1.32	4.21	3.52
50 STATES, D.C., & P.R.	16.33	20.87	23.77	3.85	26.23	1.32	4.10	3.53

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB5.SFW

Table AB6

Number of Children Age 18-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

ALL DISABILITIES

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	NUMBER							
ALABAMA	1,536	1,566	1,847	167	13	84	8	51
ALASKA	157	186	149	5	2	0	1	0
ARIZONA	125	1,220	1,265	151	83	26	15	30
ARKANSAS	632	1,161	372	17	49	107	4	11
CALIFORNIA	4,764	5,246	7,221	972	612	169	73	534
COLORADO	351	1,225	738	94	3	174	11	28
CONNECTICUT	1,231	715	721	242	208	4	67	32
DELAWARE	76	214	108	213	0	0	3	12
DISTRICT OF COLUMBIA	59	150	127	92	70	1	48	1
FLORIDA	3,845	2,209	1,672	430	5	75	0	41
GEORGIA	1,116	1,661	1,518	98	3	98	5	6
HAWAII	100	163	342	8	2	0	1	14
IDAHO	233	240	183	21	10	4	0	4
ILLINOIS	419	3,750	3,561	1,072	804	460	133	97
INDIANA	2,302	944	1,757	886	0	54	13	10
IOWA	38	2,044	666	121	0	38	16	12
KANSAS	528	572	502	107	11	109	14	8
KENTUCKY	517	1,751	653	151	2	57	0	43
LOUISIANA	1,037	621	1,985	246	16	316	17	38
MAINE	477	544	227	24	26	2	18	8
MARYLAND	1,081	732	858	707	152	77	132	16
MASSACHUSETTS	3,338	1,101	1,745	459	648	0	263	180
MICHIGAN	2,602	2,678	2,372	1,719	.	76	6	17
MINNESOTA	853	949	701	396	47	105	9	10
MISSISSIPPI	397	1,495	1,024	39	1	40	5	35
MISSOURI	1,436	2,684	964	816	138	44	2	27
MONTANA	342	238	131	8	0	0	3	12
NEBRASKA	458	309	440	46	13	57	8	6
NEVADA	105	336	172	117	0	0	1	17
NEW HAMPSHIRE	633	228	175	32	49	1	36	6
NEW JERSEY	437	2,551	2,875	1,241	1,021	172	42	109
NEW MEXICO	417	479	626	8	1	76	5	4
NEW YORK	3,439	7,110	11,089	4,454	920	201	391	268
NORTH CAROLINA	1,486	1,524	1,061	395	27	141	92	42
NORTH DAKOTA	325	102	167	1	1	11	11	3
OHIO	2,469	4,508	1,730	1,819	86	236	.	300
OKLAHOMA	1,018	1,189	611	88	3	45	2	27
OREGON	956	573	565	30	34	23	2	31
PENNSYLVANIA	2,455	3,499	2,719	800	373	80	118	46
PUERTO RICO	169	913	1,214	282	78	26	28	337
RHODE ISLAND	341	196	303	12	97	0	27	24
SOUTH CAROLINA	374	1,330	1,070	191	1	125	3	23
SOUTH DAKOTA	234	163	68	11	44	19	75	0
TENNESSEE	1,925	1,636	1,449	187	122	118	7	132
TEXAS	4,996	9,146	4,991	225	12	586	2	314
UTAH	238	270	501	370	0	50	0	12
VERMONT	289	30	120	12	8	0	13	7
VIRGINIA	1,509	2,037	1,581	183	38	210	64	30
WASHINGTON	1,355	1,246	1,203	42	14	38	1	49
WEST VIRGINIA	227	1,473	566	66	15	36	2	9
WISCONSIN	966	1,665	1,437	125	1	108	1	13
WYOMING	191	242	112	19	1	40	14	0
AMERICAN SAMOA	6	1	0	3	0	0	0	0
GUAM	30	28	65	3	3	0	0	1
NORTHERN MARIANAS	28	8	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	1	5	26	11	0	0	5	1
BUR. OF INDIAN AFFAIRS	133	168	54	0	0	3	11	0
U.S. AND OUTLYING AREAS	56,802	79,024	70,399	20,034	5,867	4,522	1,828	3,088
50 STATES, D.C., & P.R.	56,604	78,814	70,254	20,017	5,864	4,519	1,812	3,086

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB6.SFW

Table AB6

Percentage of Children Age 18-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

ALL DISABILITIES

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	PERCENTAGE							
ALABAMA	29.14	29.70	35.03	3.17	0.25	1.59	0.15	0.97
ALASKA	31.40	37.20	29.80	1.00	0.40	.	0.20	.
ARIZONA	4.29	41.85	43.40	5.18	2.85	0.89	0.51	1.03
ARKANSAS	26.86	49.34	15.81	0.72	2.08	4.55	0.17	0.47
CALIFORNIA	24.32	26.78	36.86	4.96	3.12	0.86	0.37	2.73
COLORADO	13.38	46.68	28.13	3.58	0.11	6.63	0.42	1.07
CONNECTICUT	38.23	22.20	22.39	7.52	6.46	0.12	2.08	0.99
DELAWARE	12.14	34.19	17.25	34.03	.	.	0.48	1.92
DISTRICT OF COLUMBIA	10.77	27.37	23.18	16.79	12.77	0.18	8.76	0.18
FLORIDA	46.45	26.69	20.20	5.20	0.06	0.91	.	0.50
GEORGIA	24.77	36.87	33.70	2.18	0.07	2.18	0.11	0.13
HAWAII	15.87	25.87	54.29	1.27	0.32	.	0.16	2.22
IDAHO	33.53	34.53	26.33	3.02	1.44	0.58	.	0.58
ILLINOIS	4.07	36.42	34.59	10.41	7.81	4.47	1.29	0.94
INDIANA	38.59	15.82	29.45	14.85	.	0.91	0.22	0.17
IOWA	1.29	69.64	22.69	4.12	.	1.29	0.55	0.41
KANSAS	28.53	30.90	27.12	5.78	0.59	5.89	0.76	0.43
KENTUCKY	16.29	55.17	20.57	4.76	0.06	1.80	.	1.35
LOUISIANA	24.25	14.52	46.42	5.75	0.37	7.39	0.40	0.89
MAINE	35.97	41.03	17.12	1.81	1.96	0.15	1.36	0.60
MARYLAND	28.79	19.49	22.85	18.83	4.05	2.05	3.52	0.43
MASSACHUSETTS	43.16	14.24	22.56	5.93	8.38	.	3.40	2.33
MICHIGAN	27.48	28.28	25.05	18.15	.	0.80	0.06	0.18
MINNESOTA	27.79	30.91	22.83	12.90	1.53	3.42	0.29	0.33
MISSISSIPPI	13.08	49.24	33.73	1.28	0.03	1.32	0.16	1.15
MISSOURI	23.50	43.92	15.77	13.35	2.26	0.72	0.03	0.44
MONTANA	46.59	32.43	17.85	1.09	.	.	0.41	1.63
NEBRASKA	34.26	23.11	32.91	3.44	0.97	4.26	0.60	0.45
NEVADA	14.04	44.92	22.99	15.64	.	.	0.13	2.27
NEW HAMPSHIRE	54.57	19.66	15.09	2.76	4.22	0.09	3.10	0.52
NEW JERSEY	5.17	30.20	34.03	14.69	12.09	2.04	0.50	1.29
NEW MEXICO	25.80	29.64	38.74	0.50	0.06	4.70	0.31	0.25
NEW YORK	12.34	25.51	39.79	15.98	3.30	0.72	1.40	0.96
NORTH CAROLINA	31.17	31.96	22.25	8.28	0.57	2.96	1.93	0.88
NORTH DAKOTA	52.33	16.43	26.89	0.16	0.16	1.77	1.77	0.48
OHIO	22.15	40.44	15.52	16.32	0.77	2.12	.	2.69
OKLAHOMA	34.13	39.86	20.48	2.95	0.10	1.51	0.07	0.91
OREGON	43.18	25.88	25.52	1.36	1.54	1.04	0.09	1.40
PENNSYLVANIA	24.33	34.68	26.95	7.93	3.70	0.79	1.17	0.46
PUERTO RICO	5.55	29.96	39.84	9.26	2.56	0.85	0.92	11.06
RHODE ISLAND	34.10	19.60	30.30	1.20	9.70	.	2.70	2.40
SOUTH CAROLINA	12.00	42.67	34.33	6.13	0.03	4.01	0.10	0.74
SOUTH DAKOTA	38.11	26.55	11.07	1.79	7.17	3.09	12.21	.
TENNESSEE	34.52	29.34	25.99	3.35	2.19	2.12	0.13	2.37
TEXAS	24.64	45.12	24.62	1.11	0.06	2.89	0.01	1.55
UTAH	16.52	18.74	34.77	25.68	.	3.47	.	0.83
VERMONT	60.33	6.26	25.05	2.51	1.67	.	2.71	1.46
VIRGINIA	26.70	36.04	27.97	3.24	0.67	3.72	1.13	0.53
WASHINGTON	34.32	31.56	30.47	1.06	0.35	0.96	0.03	1.24
WEST VIRGINIA	9.48	61.53	23.64	2.76	0.63	1.50	0.08	0.38
WISCONSIN	22.38	38.58	33.29	2.90	0.02	2.50	0.02	0.30
WYOMING	30.86	39.10	18.09	3.07	0.16	6.46	2.26	.
AMERICAN SAMOA	60.00	10.00	.	30.00	.	.	.	.
GUAM	23.08	21.54	50.00	2.31	2.31	.	.	0.77
NORTHERN MARIANAS	77.78	22.22	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	2.04	10.20	53.06	22.45	.	.	10.20	2.04
BUR. OF INDIAN AFFAIRS	36.04	45.53	14.63	.	.	0.81	2.98	.
U.S. AND OUTLYING AREAS	23.51	32.71	29.14	8.29	2.43	1.87	0.76	1.28
50 STATES, D.C., & P.R.	23.49	32.71	29.15	8.31	2.43	1.88	0.75	1.28

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB6.SFW

Table AB6

Number of Children Age 18-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

SPECIFIC LEARNING DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	1,165	870	255	5	0	0	1	5
ALASKA	136	152	36	3	0	0	0	0
ARIZONA	105	1,045	443	2	2	0	0	4
ARKANSAS	536	803	95	1	2	0	0	5
CALIFORNIA	3,800	4,182	1,981	9	84	0	11	75
COLORADO	230	837	115	6	0	108	0	2
CONNECTICUT	907	413	202	17	46	0	11	7
DELAWARE	53	161	9	3	0	0	0	0
DISTRICT OF COLUMBIA	40	120	10	11	10	0	0	0
FLORIDA	1,174	1,780	489	1	2	11	0	3
GEORGIA	625	536	172	1	0	0	0	0
HAWAII	71	117	68	0	0	0	0	3
IDAHO	190	158	30	1	2	2	0	1
ILLINOIS	217	3,269	1,222	48	23	36	2	6
INDIANA	1,920	750	277	41	0	0	0	4
IOWA	3	1,331	42	0	0	0	0	1
KANSAS	405	346	68	8	0	10	0	3
KENTUCKY	323	937	42	2	0	4	0	6
LOUISIANA	870	466	703	4	2	11	0	10
MAINE	320	339	22	4	2	0	1	2
MARYLAND	813	528	434	52	10	0	3	2
MASSACHUSETTS	2,290	790	655	76	87	0	27	10
MICHIGAN	1,924	1,688	634	35	.	1	0	2
MINNESOTA	553	411	73	15	6	11	2	2
MISSISSIPPI	329	1,400	625	1	0	0	2	6
MISSOURI	1,158	2,230	246	0	110	0	0	4
MONTANA	245	176	41	0	0	0	1	6
NEBRASKA	309	169	60	0	0	3	0	0
NEVADA	88	276	50	8	0	0	0	4
NEW HAMPSHIRE	467	156	74	1	7	0	7	2
NEW JERSEY	223	2,197	1,786	182	179	2	4	24
NEW MEXICO	280	301	172	0	0	3	4	0
NEW YORK	2,720	5,921	7,607	771	65	15	20	67
NORTH CAROLINA	1,017	770	90	0	0	0	0	9
NORTH DAKOTA	278	51	5	0	0	0	0	0
OHIO	1,869	2,157	163	15	39	39	.	2
OKLAHOMA	848	767	78	2	3	1	0	8
OREGON	665	359	46	2	15	1	0	5
PENNSYLVANIA	1,955	2,202	660	26	0	29	0	2
PUERTO RICO	107	362	146	22	2	3	0	1
RHODE ISLAND	301	165	130	0	18	0	1	1
SOUTH CAROLINA	205	805	189	0	0	3	0	3
SOUTH DAKOTA	200	103	8	0	1	0	0	0
TENNESSEE	1,574	1,120	287	4	13	1	0	10
TEXAS	2,991	5,453	2,903	118	7	81	1	174
UTAH	150	173	121	20	0	2	0	2
VERMONT	152	7	6	1	4	0	1	1
VIRGINIA	1,217	1,267	331	2	6	24	5	3
WASHINGTON	970	795	237	7	2	0	0	2
WEST VIRGINIA	195	997	140	22	0	4	1	1
WISCONSIN	624	941	130	6	0	18	0	2
WYOMING	140	165	25	3	0	4	1	0
AMERICAN SAMOA	4	0	0	0	0	0	0	0
GUAM	25	18	38	0	0	0	0	0
NORTHERN MARIANAS	18	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	5	[illegible]	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	76	[illegible]	[illegible]	0	0	0	0	0
U.S. AND OUTLYING AREAS	40,070	[illegible]	24,510	1,558	749	427	106	492
50 STATES, D.C., & P.R.	39,947	[illegible]	24,433	1,558	749	427	106	492

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB6.SFW

Table AB6

Percentage of Children Age 18-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

SPECIFIC LEARNING DISABILITIES

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	PERCENTAGE							
ALABAMA	50.63	37.81	11.08	0.22	.	.	0.04	0.22
ALASKA	41.59	46.48	11.01	0.92	.	.	.	.
ARIZONA	6.56	65.27	27.67	0.12	0.12	.	.	0.25
ARKANSAS	37.17	55.69	6.59	0.07	0.14	.	.	0.35
CALIFORNIA	37.47	41.23	19.53	0.09	0.83	.	0.11	0.74
COLORADO	17.72	64.48	8.86	0.46	.	8.32	.	0.15
CONNECTICUT	56.58	25.76	12.60	1.06	2.87	.	0.69	0.44
DELAWARE	23.45	71.24	3.98	1.33	.	.	.	.
DISTRICT OF COLUMBIA	20.94	62.83	5.24	5.76	5.24	.	.	.
FLORIDA	33.93	51.45	14.13	0.03	0.06	0.32	.	0.09
GEORGIA	46.85	40.18	12.89	0.07	.	.	.	.
HAWAII	27.41	45.17	26.25	.	.	.	.	1.16
IDAHO	49.48	41.15	7.81	0.26	0.52	0.52	.	0.26
ILLINOIS	4.50	67.78	25.34	1.00	0.48	0.75	0.04	0.12
INDIANA	64.17	25.07	9.26	1.37	.	.	.	0.13
IOWA	0.22	96.66	3.05	.	.	.	.	0.07
KANSAS	48.21	41.19	8.10	0.95	.	1.19	.	0.36
KENTUCKY	24.58	71.31	3.20	0.15	.	0.30	.	0.46
LOUISIANA	42.11	22.56	34.03	0.19	0.10	0.53	.	0.48
MAINE	46.38	49.13	3.19	0.58	0.29	.	0.14	0.29
MARYLAND	44.14	28.66	23.56	2.82	0.54	.	0.16	0.11
MASSACHUSETTS	58.20	20.08	16.65	1.93	2.21	.	0.69	0.25
MICHIGAN	44.91	39.40	14.80	0.82	.	0.02	.	0.05
MINNESOTA	51.54	38.30	6.80	1.40	0.56	1.03	0.19	0.19
MISSISSIPPI	13.92	59.25	26.45	0.04	.	.	0.08	0.25
MISSOURI	30.90	59.50	6.56	.	2.93	.	.	0.11
MONTANA	52.24	37.53	8.74	.	.	.	0.21	1.28
NEBRASKA	57.12	31.24	11.09	.	.	0.55	.	.
NEVADA	20.66	64.79	11.74	1.88	.	.	.	0.94
NEW HAMPSHIRE	65.41	21.85	10.36	0.14	0.98	.	0.98	0.28
NEW JERSEY	4.85	47.79	38.85	3.96	3.89	0.04	0.09	0.52
NEW MEXICO	36.84	39.61	22.63	.	.	0.39	0.53	.
NEW YORK	15.83	34.45	44.26	4.49	0.38	0.09	0.12	0.39
NORTH CAROLINA	53.92	40.83	4.77	.	.	.	.	0.48
NORTH DAKOTA	83.23	15.27	1.50	.	.	.	.	.
OHIO	43.63	50.35	3.80	0.35	0.91	0.91	.	0.05
OKLAHOMA	49.68	44.93	4.57	0.12	0.18	0.06	.	0.47
OREGON	60.84	32.85	4.21	0.18	1.37	0.09	.	0.46
PENNSYLVANIA	40.11	45.18	13.54	0.53	.	0.59	.	0.04
PUERTO RICO	16.64	56.30	22.71	3.42	0.31	0.47	.	0.16
RHODE ISLAND	48.86	26.79	21.10	.	2.92	.	0.16	0.16
SOUTH CAROLINA	17.01	66.80	15.68	.	.	0.25	.	0.25
SOUTH DAKOTA	64.10	33.01	2.56	.	0.32	.	.	.
TENNESSEE	52.31	37.22	9.54	0.13	0.43	0.03	.	0.33
TEXAS	25.50	46.50	24.75	1.01	0.06	0.69	0.01	1.48
UTAH	32.05	36.97	25.85	4.27	.	0.43	.	0.43
VERMONT	88.37	4.07	3.49	0.58	2.33	.	0.58	0.58
VIRGINIA	42.63	44.38	11.59	0.07	0.21	0.84	0.18	0.11
WASHINGTON	48.19	39.49	11.77	0.35	0.10	.	.	0.10
WEST VIRGINIA	14.34	73.31	10.29	1.62	.	0.29	0.07	0.07
WISCONSIN	36.26	54.68	7.55	0.35	.	1.05	.	0.12
WYOMING	41.42	48.82	7.40	0.89	.	1.18	0.30	.
AMERICAN SAMOA	100.00	.	.	.	.	.	.	.
GUAM	30.86	22.22	46.91	.	.	.	.	.
NORTHERN MARIANAS	100.00	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	62.50	37.50	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	32.07	52.74	15.19	.	.	.	.	.
U.S. AND OUTLYING AREAS	32.96	44.14	20.16	1.28	0.62	0.35	0.09	0.40
50 STATES, D.C., & P.R.	32.95	44.14	20.15	1.29	0.62	0.35	0.09	0.41

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB6.SFW

334

Table AB6

Number of Children Age 18-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	22	7	1	0	0	0	0	0
ALASKA	2	1	0	0	0	0	0	0
ARIZONA	2	15	4	0	0	0	0	0
ARKANSAS	7	8	0	0	0	0	0	0
CALIFORNIA	341	179	123	4	5	0	0	0
COLORADO	15	27	2	0	0	1	0	0
CONNECTICUT	26	7	4	5	3	0	0	0
DELAWARE	1	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	2	0	1	0	0	0	0	0
FLORIDA	2,327	37	81	0	0	1	0	0
GEORGIA	21	5	3	0	0	0	0	0
HAWAII	7	0	0	0	0	0	0	0
IDAHO	1	1	0	0	0	0	0	0
ILLINOIS	137	14	24	0	1	1	1	0
INDIANA	59	0	0	2	0	2	0	0
IOWA	15	1	0	0	0	0	0	0
KANSAS	4	1	0	0	0	2	0	0
KENTUCKY	22	3	0	0	0	0	0	0
LOUISIANA	59	10	23	0	0	4	0	0
MAINE	28	12	2	1	0	0	0	0
MARYLAND	70	39	44	9	1	0	1	0
MASSACHUSETTS	775	73	136	8	17	0	11	8
MICHIGAN	62	13	2	3	.	0	0	0
MINNESOTA	28	6	0	0	0	0	0	0
MISSISSIPPI	14	9	6	0	0	0	0	0
MISSOURI	102	12	0	8	0	0	0	0
MONTANA	12	0	1	0	0	0	0	0
NEBRASKA	24	4	1	0	0	1	0	0
NEVADA	4	0	6	1	0	0	0	0
NEW HAMPSHIRE	29	14	22	1	2	0	1	0
NEW JERSEY	161	16	28	3	21	0	0	0
NEW MEXICO	56	81	70	0	0	1	0	0
NEW YORK	88	38	123	30	2	0	0	2
NORTH CAROLINA	46	1	2	0	0	0	0	0
NORTH DAKOTA	14	1	1	0	0	0	0	0
OHIO	72	0	0	0	10	0	.	0
OKLAHOMA	8	1	0	0	0	0	0	0
OREGON	49	24	13	0	3	0	0	1
PENNSYLVANIA	92	3	3	0	0	0	0	0
PUERTO RICO	32	37	10	2	1	0	0	3
RHODE ISLAND	4	5	0	0	2	0	0	0
SOUTH CAROLINA	29	1	1	0	0	0	0	0
SOUTH DAKOTA	4	0	0	0	0	0	0	0
TENNESSEE	92	49	16	1	2	0	0	1
TEXAS	897	1,635	870	35	2	21	0	52
UTAH	13	6	3	0	0	0	0	0
VERMONT	21	3	1	0	0	0	1	0
VIRGINIA	37	28	2	0	1	0	0	1
WASHINGTON	54	1	1	0	0	0	0	0
WEST VIRGINIA	1	23	0	1	0	0	0	0
WISCONSIN	61	2	1	0	0	0	0	0
WYOMING	17	14	4	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	2	2	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	42	0	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	6,110	2,469	1,635	114	73	34	15	68
50 STATES, D.C., & P.R.	6,066	2,467	1,635	114	73	34	15	68

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994

SOURCE: AR_AB6.SFW

Table AB6

Percentage of Children Age 18-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	73.33	23.33	3.33	.	.	.	.	.
ALASKA	66.67	33.33	.	.	.	.	.	.
ARIZONA	9.52	71.43	19.05	.	.	.	.	.
ARKANSAS	46.67	53.33	.	.	.	.	.	.
CALIFORNIA	52.30	27.45	18.87	0.61	0.77	.	.	.
COLORADO	33.33	60.00	4.44	.	.	2.22	.	.
CONNECTICUT	57.78	15.56	8.89	11.11	6.67	.	.	.
DELAWARE	100.00	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	66.67	.	33.33	.	.	.	.	.
FLORIDA	95.13	1.51	3.31	.	.	0.04	.	.
GEORGIA	72.41	17.24	10.34	.	.	.	.	.
HAWAII	100.00	.	.	.	.	.	.	.
IDAHO	50.00	50.00	.	.	.	.	.	.
ILLINOIS	76.97	7.87	13.48	.	0.56	0.56	0.56	.
INDIANA	93.65	.	.	3.17	.	3.17	.	.
IOWA	93.75	6.25	.	.	.	.	.	.
KANSAS	57.14	14.29	.	.	.	28.57	.	.
KENTUCKY	88.00	12.00	.	.	.	.	.	.
LOUISIANA	61.46	10.42	23.96	.	.	4.17	.	.
MAINE	65.12	27.91	4.65	2.33	.	.	.	.
MARYLAND	42.68	23.78	26.83	5.49	0.61	.	0.61	.
MASSACHUSETTS	75.39	7.10	13.23	0.78	1.65	.	1.07	0.78
MICHIGAN	77.50	16.25	2.50	3.75	.	.	.	.
MINNESOTA	82.35	17.65	.	.	.	.	.	.
MISSISSIPPI	48.28	31.03	20.69	.	.	.	.	.
MISSOURI	83.61	9.84	.	6.56	.	.	.	.
MONTANA	92.31	.	7.69	.	.	.	.	.
NEBRASKA	80.00	13.33	3.33	.	.	3.33	.	.
NEVADA	36.36	.	54.55	9.09	.	.	.	.
NEW HAMPSHIRE	42.03	20.29	31.88	1.45	2.90	.	1.45	.
NEW JERSEY	70.31	6.99	12.23	1.31	9.17	.	.	.
NEW MEXICO	26.92	38.94	33.65	.	.	0.48	.	.
NEW YORK	31.10	13.43	43.46	10.60	0.71	.	.	0.71
NORTH CAROLINA	93.88	2.04	4.08	.	.	.	.	.
NORTH DAKOTA	87.50	6.25	6.25	.	.	.	.	.
OHIO	87.80	.	.	.	12.20	.	.	.
OKLAHOMA	88.89	11.11	.	.	.	.	.	.
OREGON	54.44	26.67	14.44	.	3.33	.	.	1.11
PENNSYLVANIA	93.88	3.06	3.06	.	.	.	.	.
PUERTO RICO	37.65	43.53	11.76	2.35	1.18	.	.	3.53
RHODE ISLAND	36.36	45.45	.	.	18.18	.	.	.
SOUTH CAROLINA	93.55	3.23	3.23	.	.	.	.	.
SOUTH DAKOTA	100.00	.	.	.	.	.	.	.
TENNESSEE	57.14	30.43	9.94	0.62	1.24	.	.	0.62
TEXAS	25.54	46.55	24.77	1.00	0.06	0.60	.	1.48
UTAH	59.09	27.27	13.64	.	.	.	.	.
VERMONT	80.77	11.54	3.85	.	.	.	3.85	.
VIRGINIA	53.62	40.58	2.90	.	1.45	.	.	1.45
WASHINGTON	96.43	1.79	1.79	.	.	.	.	.
WEST VIRGINIA	4.00	92.00	.	4.00	.	.	.	.
WISCONSIN	95.31	3.13	1.56	.	.	.	.	.
WYOMING	48.57	40.00	11.43	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	50.00	50.00	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	100.00	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	58.09	23.47	15.54	1.08	0.69	0.32	0.14	0.65
50 STATES, D.C., & P.R.	57.93	23.56	15.61	1.09	0.70	0.32	0.14	0.65

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB6.SFW

336

Table AB6

Number of Children Age 18-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

MENTAL RETARDATION

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	NUMBER							
ALABAMA	223	619	1,394	132	5	1	0	10
ALASKA	5	7	55	0	0	0	0	0
ARIZONA	5	45	605	64	31	0	0	3
ARKANSAS	73	320	234	8	37	72	3	3
CALIFORNIA	108	424	3,032	585	94	0	4	350
COLORADO	7	84	293	6	2	3	0	1
CONNECTICUT	13	103	298	108	33	1	10	1
DELAWARE	9	27	34	54	0	0	1	0
DISTRICT OF COLUMBIA	5	23	114	63	52	1	0	0
FLORIDA	35	20	536	180	2	5	0	4
GEORGIA	244	834	1,099	81	3	71	0	4
HAWAII	5	15	166	0	0	0	0	4
IDAHO	14	57	126	18	8	2	0	2
ILLINOIS	12	103	1,628	643	399	80	72	1
INDIANA	130	152	1,216	662	0	4	5	2
IOWA	1	484	371	82	0	0	1	2
KANSAS	27	97	327	48	5	12	10	0
KENTUCKY	122	717	517	97	2	1	0	20
LOUISIANA	12	59	908	198	14	171	13	14
MAINE	14	71	122	3	16	0	0	1
MARYLAND	61	85	198	348	31	1	22	2
MASSACHUSETTS	105	147	495	37	62	0	34	7
MICHIGAN	145	473	1,219	1,141	.	5	2	3
MINNESOTA	82	323	532	273	20	28	3	4
MISSISSIPPI	40	26	314	24	0	0	0	8
MISSOURI	28	216	598	698	6	5	0	13
MONTANA	39	42	65	1	0	0	0	1
NEBRASKA	49	82	277	39	8	17	5	3
NEVADA	3	28	91	69	0	0	0	2
NEW HAMPSHIRE	43	20	51	9	17	0	6	0
NEW JERSEY	2	16	454	404	163	18	6	4
NEW MEXICO	26	37	215	0	0	1	1	0
NEW YORK	112	249	1,286	1,812	106	9	54	20
NORTH CAROLINA	178	583	770	314	21	15	69	7
NORTH DAKOTA	17	37	154	1	1	1	6	3
OHIO	320	1,888	957	320	8	97	.	17
OKLAHOMA	114	360	362	30	0	0	1	5
OREGON	68	105	399	17	3	1	1	6
PENNSYLVANIA	126	915	1,455	529	49	29	21	4
PUERTO RICO	7	422	920	221	63	21	26	131
RHODE ISLAND	0	4	133	0	35	0	8	5
SOUTH CAROLINA	90	391	768	173	0	63	1	10
SOUTH DAKOTA	14	48	42	6	32	7	41	0
TENNESSEE	114	373	825	134	60	87	2	4
TEXAS	327	603	344	18	1	92	0	24
UTAH	15	21	225	151	0	12	0	0
VERMONT	63	17	84	2	2	0	1	1
VIRGINIA	60	519	932	129	2	54	14	8
WASHINGTON	98	193	481	15	4	1	1	0
WEST VIRGINIA	8	337	376	33	15	3	0	4
WISCONSIN	15	184	428	44	0	12	0	2
WYOMING	4	27	51	4	1	27	6	0
AMERICAN SAMOA	2	1	0	2	0	0	0	0
GUAM	3	10	22	1	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	16	8	0	0	1	1
BUR. OF INDIAN AFFAIRS	2	21	5	0	0	0	3	0
U.S. AND OUTLYING AREAS	3,444	13,064	28,619	10,039	1,413	1,030	454	721
50 STATES, D.C., & P.R.	3,437	13,032	28,576	10,028	1,413	1,030	450	720

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB6.SFW

Table AB6

Percentage of Children Age 18-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

MENTAL RETARDATION

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	PERCENTAGE							
ALABAMA	9.35	25.96	58.47	5.54	0.21	0.04	.	0.42
ALASKA	7.46	10.45	82.09	.	.	.	.	.
ARIZONA	0.66	5.98	80.35	8.50	4.12	.	.	0.40
ARKANSAS	9.73	42.67	31.20	1.07	4.93	9.60	0.40	0.40
CALIFORNIA	2.35	9.22	65.96	12.73	2.04	.	0.09	7.61
COLORADO	1.77	21.21	73.99	1.52	0.51	0.76	.	0.25
CONNECTICUT	2.29	18.17	52.56	19.05	5.82	0.18	1.76	0.18
DELAWARE	7.20	21.60	27.20	43.20	.	.	0.80	.
DISTRICT OF COLUMBIA	1.94	8.91	44.19	24.42	20.16	0.39	.	.
FLORIDA	4.48	2.56	68.54	23.02	0.26	0.64	.	0.51
GEORGIA	10.45	35.70	47.05	3.47	0.13	3.04	.	0.17
HAWAII	2.63	7.89	87.37	.	.	.	.	2.11
IDAHO	6.17	25.11	55.51	7.93	3.52	0.88	.	0.88
ILLINOIS	0.41	3.51	55.41	21.89	13.58	2.72	2.45	0.03
INDIANA	5.99	7.00	56.01	30.49	.	0.18	0.23	0.09
IOWA	0.11	51.43	39.43	8.71	.	.	0.11	0.21
KANSAS	5.13	18.44	62.17	9.13	0.95	2.28	1.90	.
KENTUCKY	8.27	48.58	35.03	6.57	0.14	0.07	.	1.36
LOUISIANA	0.86	4.25	65.37	14.25	1.01	12.31	0.94	1.01
MAINE	6.17	31.28	53.74	1.32	7.05	.	.	0.44
MARYLAND	8.16	11.36	26.47	46.52	4.14	0.13	2.94	0.27
MASSACHUSETTS	11.84	16.57	55.81	4.17	6.99	.	3.83	0.79
MICHIGAN	4.85	15.83	40.80	38.19	.	0.17	0.07	0.10
MINNESOTA	6.48	25.53	42.06	21.58	1.58	2.21	0.24	0.32
MISSISSIPPI	9.71	6.31	76.21	5.83	.	.	.	1.94
MISSOURI	1.79	13.81	38.24	44.63	0.38	0.32	.	0.83
MONTANA	26.35	28.38	43.92	0.68	.	.	.	0.68
NEBRASKA	10.21	17.08	57.71	8.13	1.67	3.54	1.04	0.63
NEVADA	1.55	14.51	47.15	35.75	.	.	.	1.04
NEW HAMPSHIRE	29.45	13.70	34.93	6.16	11.64	.	4.11	.
NEW JERSEY	0.19	1.50	42.55	37.86	15.28	1.69	0.56	0.37
NEW MEXICO	9.29	13.21	76.79	.	.	0.36	0.36	.
NEW YORK	3.07	6.83	35.25	49.67	2.91	0.25	1.48	0.55
NORTH CAROLINA	9.10	29.79	39.35	16.04	1.07	0.77	3.53	0.36
NORTH DAKOTA	7.73	16.82	70.00	0.45	0.45	0.45	2.73	1.36
OHIO	8.87	52.34	26.53	8.87	0.22	2.69	.	0.47
OKLAHOMA	13.07	41.28	41.51	3.44	.	.	0.11	0.57
OREGON	11.33	17.50	66.50	2.83	0.50	0.17	0.17	1.00
PENNSYLVANIA	4.03	29.25	46.52	16.91	1.57	0.93	0.67	0.13
PUERTO RICO	0.39	23.30	50.80	12.20	3.48	1.16	1.44	7.23
RHODE ISLAND	.	2.16	71.89	.	18.92	.	4.32	2.70
SOUTH CAROLINA	6.02	26.14	51.34	11.56	.	4.21	0.07	0.67
SOUTH DAKOTA	7.37	25.26	22.11	3.16	16.84	3.68	21.58	.
TENNESSEE	7.13	23.33	51.59	8.38	3.75	5.44	0.13	0.25
TEXAS	23.21	42.80	24.41	1.28	0.07	6.53	.	1.70
UTAH	3.54	4.95	53.07	35.61	.	2.83	.	.
VERMONT	37.06	10.00	49.41	1.18	1.18	.	0.59	0.59
VIRGINIA	3.49	30.21	54.25	7.51	0.12	3.14	0.81	0.47
WASHINGTON	12.36	24.34	60.66	1.89	0.50	0.13	0.13	.
WEST VIRGINIA	1.03	43.43	48.45	4.25	1.93	0.39	.	0.52
WISCONSIN	2.19	26.86	62.48	6.42	.	1.75	.	0.29
WYOMING	3.33	22.50	42.50	3.33	0.83	22.50	5.00	.
AMERICAN SAMOA	40.00	20.00	.	40.00	.	.	.	.
GUAM	8.33	27.78	61.11	2.78	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	61.54	30.77	.	.	3.85	3.85
BUR. OF INDIAN AFFAIRS	6.45	67.74	16.13	.	.	.	9.68	.
U.S. AND OUTLYING AREAS	5.86	22.22	48.69	17.08	2.40	1.75	0.77	1.23
50 STATES, D.C., & P.R.	5.86	22.21	48.69	17.09	2.41	1.76	0.77	1.23

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB6.SFW

Table AB6

Number of Children Age 18-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

SERIOUS EMOTIONAL DISTURBANCE

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	74	44	48	4	1	2	3	26
ALASKA	6	15	8	0	0	0	1	0
ARIZONA	4	51	61	16	10	0	0	9
ARKANSAS	0	3	2	0	0	0	0	1
CALIFORNIA	103	87	431	12	282	0	38	68
COLORADO	55	182	119	20	0	34	8	10
CONNECTICUT	242	153	122	67	75	1	24	16
DELAWARE	6	16	11	125	0	0	2	0
DISTRICT OF COLUMBIA	6	7	2	2	8	0	47	1
FLORIDA	219	339	419	173	1	51	0	3
GEORGIA	155	202	169	4	0	1	5	0
HAWAII	14	21	19	0	1	0	1	0
IDAHO	2	5	1	0	0	0	0	0
ILLINOIS	28	279	463	273	360	241	55	0
INDIANA	103	37	161	40	0	7	1	3
IOWA	3	190	143	16	0	7	8	5
KANSAS	64	82	33	21	4	21	0	1
KENTUCKY	9	46	17	6	0	4	0	7
LOUISIANA	30	25	103	13	0	21	0	5
MAINE	83	81	33	3	5	0	9	1
MARYLAND	64	30	45	63	72	14	53	6
MASSACHUSETTS	87	55	293	286	348	0	63	24
MICHIGAN	280	315	212	120	.	11	4	1
MINNESOTA	120	148	64	90	18	37	1	3
MISSISSIPPI	0	9	7	0	0	0	0	2
MISSOURI	84	192	76	42	18	2	0	4
MONTANA	19	7	4	0	0	0	2	0
NEBRASKA	44	33	43	4	2	7	0	2
NEVADA	6	18	6	7	0	0	0	1
NEW HAMPSHIRE	66	30	16	1	13	0	8	2
NEW JERSEY	22	225	349	254	302	46	14	45
NEW MEXICO	24	40	61	0	0	27	0	1
NEW YORK	315	704	1,471	927	213	64	121	127
NORTH CAROLINA	126	77	74	11	0	2	0	13
NORTH DAKOTA	7	8	2	0	0	1	3	0
OHIO	89	153	82	59	1	42	.	19
OKLAHOMA	14	39	47	1	0	1	0	4
OREGON	58	36	34	5	11	0	0	12
PENNSYLVANIA	184	315	251	115	164	19	16	36
PUERTO RICO	0	7	40	9	1	0	0	17
RHODE ISLAND	28	16	26	0	27	0	12	3
SOUTH CAROLINA	17	83	37	6	0	2	2	5
SOUTH DAKOTA	5	2	4	2	3	3	2	0
TENNESSEE	52	36	30	4	7	1	4	5
TEXAS	423	773	417	18	1	32	0	25
UTAH	41	57	76	27	0	8	0	4
VERMONT	32	2	11	8	2	0	5	1
VIRGINIA	126	174	133	24	20	49	21	12
WASHINGTON	68	72	54	13	3	0	0	34
WEST VIRGINIA	16	88	30	3	0	1	1	1
WISCONSIN	154	280	202	28	1	20	0	4
WYOMING	15	14	15	5	0	4	3	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	2	0	0	0	3	0	0	1
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	1	0	0	0	2	0
BUR. OF INDIAN AFFAIRS	3	16	3	0	0	0	4	0
U.S. AND OUTLYING AREAS	3,797	5,919	6,581	2,927	1,974	783	543	570
50 STATES, D.C., & P.R.	3,792	5,903	6,577	2,927	1,974	783	537	569

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB6.SFW

Table AB6

Percentage of Children Age 18-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

SERIOUS EMOTIONAL DISTURBANCE

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	36.63	21.78	23.76	1.98	0.50	0.99	1.49	12.87
ALASKA	20.00	50.00	26.67	.	.	.	3.33	.
ARIZONA	2.65	33.77	40.40	10.60	6.62	.	.	5.96
ARKANSAS	.	50.00	33.33	.	.	.	.	16.67
CALIFORNIA	10.09	8.52	42.21	1.18	27.62	.	3.72	6.66
COLORADO	12.85	42.52	27.80	4.67	.	7.94	1.87	2.34
CONNECTICUT	34.57	21.86	17.43	9.57	10.71	0.14	3.43	2.29
DELAWARE	3.75	10.00	6.88	78.13	.	.	1.25	.
DISTRICT OF COLUMBIA	8.22	9.59	2.74	2.74	10.96	.	64.38	1.37
FLORIDA	18.17	28.13	34.77	14.36	0.08	4.23	.	0.25
GEORGIA	28.92	37.69	31.53	0.75	.	0.19	0.93	.
HAWAII	25.00	37.50	33.93	.	1.79	.	1.79	.
IDAHO	25.00	62.50	12.50	.	.	.	.	.
ILLINOIS	1.65	16.42	27.25	16.07	21.19	14.18	3.24	.
INDIANA	29.26	10.51	45.74	11.36	.	1.99	0.28	0.85
IOWA	0.81	51.08	38.44	4.30	.	1.88	2.15	1.34
KANSAS	28.32	36.28	14.60	9.29	1.77	9.29	.	0.44
KENTUCKY	10.11	51.69	19.10	6.74	.	4.49	.	7.87
LOUISIANA	15.23	12.69	52.28	6.60	.	10.66	.	2.54
MAINE	38.60	37.67	15.35	1.40	2.33	.	4.19	0.47
MARYLAND	18.44	8.65	12.97	18.16	20.75	4.03	15.27	1.73
MASSACHUSETTS	7.53	4.76	25.35	24.74	30.10	.	5.45	2.08
MICHIGAN	29.69	33.40	22.48	12.73	.	1.17	0.42	0.11
MINNESOTA	24.95	30.77	13.31	18.71	3.74	7.69	0.21	0.62
MISSISSIPPI	.	50.00	38.89	.	.	.	.	11.11
MISSOURI	20.10	45.93	18.18	10.05	4.31	0.48	.	0.96
MONTANA	59.38	21.88	12.50	.	.	.	6.25	.
NEBRASKA	32.59	24.44	31.85	2.96	1.48	5.19	.	1.48
NEVADA	15.79	47.37	15.79	18.42	.	.	.	2.63
NEW HAMPSHIRE	48.53	22.06	11.76	0.74	9.56	.	5.88	1.47
NEW JERSEY	1.75	17.90	27.76	20.21	24.03	3.66	1.11	3.58
NEW MEXICO	15.69	26.14	39.87	.	.	17.65	.	0.65
NEW YORK	7.99	17.86	37.32	23.52	5.40	1.62	3.07	3.22
NORTH CAROLINA	41.58	25.41	24.42	3.63	.	0.66	.	4.29
NORTH DAKOTA	33.33	38.10	9.52	.	.	4.76	14.29	.
OHIO	20.00	34.38	18.43	13.26	0.22	9.44	.	4.27
OKLAHOMA	13.21	36.79	44.34	0.94	.	0.94	.	3.77
OREGON	37.18	23.08	21.79	3.21	7.05	.	.	7.69
PENNSYLVANIA	16.73	28.64	22.82	10.45	14.91	1.73	1.45	3.27
PUERTO RICO	.	9.46	54.05	12.16	1.35	.	.	22.97
RHODE ISLAND	25.00	14.29	23.21	.	24.11	.	10.71	2.68
SOUTH CAROLINA	11.18	54.61	24.34	3.95	.	1.32	1.32	3.29
SOUTH DAKOTA	23.81	9.52	19.05	9.52	14.29	14.29	9.52	.
TENNESSEE	37.41	25.90	21.58	2.88	5.04	0.72	2.88	3.60
TEXAS	25.04	45.77	24.69	1.07	0.06	1.89	.	1.48
UTAH	19.25	26.76	35.68	12.68	.	3.76	.	1.88
VERMONT	52.46	3.28	18.03	13.11	3.28	.	8.20	1.64
VIRGINIA	22.54	31.13	23.79	4.29	3.58	8.77	3.76	2.15
WASHINGTON	27.87	29.51	22.13	5.33	1.23	.	.	13.93
WEST VIRGINIA	11.43	62.86	21.43	2.14	.	0.71	0.71	0.71
WISCONSIN	22.35	40.64	29.32	4.06	0.15	2.90	.	0.58
WYOMING	26.79	25.00	26.79	8.93	.	7.14	5.36	.
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	66.67	.	.	.	.	.	.	33.33
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	33.33	.	.	.	66.67	.
BUR. OF INDIAN AFFAIRS	11.54	61.54	11.54	.	.	.	15.38	.
U.S. AND OUTLYING AREAS	16.44	25.63	28.50	12.67	8.55	3.39	2.35	2.47
50 STATES, D.C., & P.R.	16.44	25.60	28.52	12.69	8.56	3.40	2.33	2.47

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994

SOURCE: AR_AB6.SFW

Table AB6

Number of Children Age 18-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

MULTIPLE DISABILITIES

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	NUMBER							
ALABAMA	2	2	111	15	2	12	1	2
ALASKA	4	3	40	2	2	0	0	0
ARIZONA	2	14	92	31	19	4	3	3
ARKANSAS	0	3	31	3	10	2	0	1
CALIFORNIA	25	71	576	112	73	33	14	13
COLORADO	21	53	188	53	1	14	3	10
CONNECTICUT	5	17	61	30	23	1	7	1
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	2	0	0	1	0
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	0	1	48	0	1	0	0	5
IDAHO	1	2	17	1	0	0	0	0
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	0	0	35	102	0	3	7	0
IOWA	1	0	74	23	0	1	7	0
KANSAS	5	22	53	26	0	35	4	4
KENTUCKY	2	6	65	40	0	0	0	4
LOUISIANA	1	3	75	19	0	28	2	1
MAINE	7	20	44	13	3	0	7	1
MARYLAND	22	23	111	203	31	9	41	4
MASSACHUSETTS	11	16	75	29	45	0	48	24
MICHIGAN	5	4	77	292	.	8	0	4
MINNESOTA	0	0	0	0	0	0	0	0
MISSISSIPPI	1	1	13	10	1	2	0	4
MISSOURI	0	4	8	16	2	0	0	4
MONTANA	8	2	12	1	0	0	0	1
NEBRASKA	0	0	39	2	3	1	2	0
NEVADA	0	3	7	30	0	0	0	1
NEW HAMPSHIRE	11	1	4	6	8	0	9	0
NEW JERSEY	10	49	176	332	291	72	16	8
NEW MEXICO	6	7	67	5	1	18	0	2
NEW YORK	31	56	370	588	318	50	120	30
NORTH CAROLINA	2	2	51	33	2	56	21	3
NORTH DAKOTA	0	0	0	0	0	0	0	0
OHIO	31	193	445	1,400	26	8		10
OKLAHOMA	0	2	109	47	0	20	1	8
OREGON	.	.	.	.	.	.	.	0
PENNSYLVANIA	0	0	108	62	0	2	0	1
PUERTO RICO	1	20	35	4	0	1	1	143
RHODE ISLAND	0	0	4	0	8	0	1	0
SOUTH CAROLINA	0	2	14	3	0	30	0	2
SOUTH DAKOTA	2	6	12	3	7	4	25	0
TENNESSEE	4	6	179	26	35	4	0	5
TEXAS	41	76	48	4	1	27	1	3
UTAH	3	0	53	160	0	13	0	4
VERMONT	6	0	11	1	0	0	0	3
VIRGINIA	2	15	119	11	5	30	11	1
WASHINGTON	22	36	277	4	3	13	0	6
WEST VIRGINIA	0	0	0	0	0	0	0	0
WISCONSIN	82	249	625	46	0	51	1	2
WYOMING	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	3	2	2.	0	0	0
NORTHERN MARIANAS	8	2	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	4	2	0	0	0	0
BUR. OF INDIAN AFFAIRS	2	2	10	0	0	0	3	0
U.S. AND OUTLYING AREAS	387	994	4,576	3,794	923	552	357	318
50 STATES, D.C., & P.R.	377	990	4,559	3,790	921	552	354	318

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB6.SFW

Table AB6

Percentage of Children Age 18-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

MULTIPLE DISABILITIES

STATE	PERCENTAGE REGULAR CLASS	 RESOURCE ROOM	 SEPARATE CLASS	 PUBLIC SEPARATE FACILITY	 PRIVATE SEPARATE FACILITY	 PUBLIC RESIDENTIAL FACILITY	 PRIVATE RESIDENTIAL FACILITY	 HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	1.36	1.36	75.51	10.20	1.36	8.16	0.68	1.36
ALASKA	7.84	5.88	78.43	3.92	3.92	.	.	.
ARIZONA	1.19	8.33	54.76	18.45	11.31	2.38	1.79	1.79
ARKANSAS	.	6.00	62.00	6.00	20.00	4.00	.	2.00
CALIFORNIA	2.73	7.74	62.81	12.21	7.96	3.60	1.53	1.42
COLORADO	6.12	15.45	54.81	15.45	0.29	4.08	0.87	2.92
CONNECTICUT	3.45	11.72	42.07	20.69	15.86	0.69	4.83	0.69
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	.	.	.	66.67	.	.	33.33	.
FLCRIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	.	1.82	87.27	.	1.82	.	.	9.09
IDAHO	4.76	9.52	80.95	4.76	.	.	.	.
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	.	.	23.81	69.39	.	2.04	4.76	.
IOWA	0.94	.	69.81	21.70	.	0.94	6.60	.
KANSAS	3.36	14.77	35.57	17.45	.	23.49	2.68	2.68
KENTUCKY	1.71	5.13	55.56	34.19	.	.	.	3.42
LOUISIANA	0.78	2.33	58.14	14.73	.	21.71	1.55	0.78
MAINE	7.37	21.05	46.32	13.68	3.16	.	7.37	1.05
MARYLAND	4.95	5.18	25.00	45.72	6.98	2.03	9.23	0.90
MASSACHUSETTS	4.44	6.45	30.24	11.69	18.15	.	19.35	9.68
MICHIGAN	1.28	1.03	19.74	74.87	.	2.05	.	1.03
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	3.13	3.13	40.63	31.25	3.13	6.25	.	12.50
MISSOURI	.	11.76	23.53	47.06	5.88	.	.	11.76
MONTANA	33.33	8.33	50.00	4.17	.	.	.	4.17
NEBRASKA	.	.	82.98	4.26	6.38	2.13	4.26	.
NEVADA	.	7.32	17.07	73.17	.	.	.	2.44
NEW HAMPSHIRE	28.21	2.56	10.26	15.38	20.51	.	23.08	.
NEW JERSEY	1.05	5.14	18.45	34.80	30.50	7.55	1.68	0.84
NEW MEXICO	5.66	6.60	63.21	4.72	0.94	16.98	.	1.89
NEW YORK	1.98	3.58	23.67	37.62	20.35	3.20	7.68	1.92
NORTH CAROLINA	1.18	1.18	30.00	19.41	1.18	32.94	12.35	1.76
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	1.47	9.13	21.06	66.26	1.23	0.38	.	0.47
OKLAHOMA	.	1.07	58.29	25.13	.	10.70	0.53	4.28
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	.	.	62.43	35.84	.	1.16	.	0.58
PUERTO RICO	0.49	9.76	17.07	1.95	.	0.49	0.49	69.76
RHODE ISLAND	.	.	30.77	.	61.54	.	7.69	.
SOUTH CAROLINA	.	3.92	27.45	5.88	.	58.82	.	3.92
SOUTH DAKOTA	3.39	10.17	20.34	5.08	11.86	6.78	42.37	.
TENNESSEE	1.54	2.32	69.11	10.04	13.51	1.54	.	1.93
TEXAS	20.40	37.81	23.88	1.99	0.50	13.43	0.50	1.49
UTAH	1.29	.	22.75	68.67	.	5.58	.	1.72
VERMONT	28.57	.	52.38	4.76	.	.	.	14.29
VIRGINIA	1.03	7.73	61.34	5.67	2.58	15.46	5.67	0.52
WASHINGTON	6.09	9.97	76.73	1.11	0.83	3.60	.	1.66
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	7.77	23.58	59.19	4.36	.	4.83	0.09	0.19
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	42.86	28.57	28.57	.	.	.
NORTHERN MARIANAS	80.00	20.00	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	66.67	33.33	.	.	.	.
BUR. OF INDIAN AFFAIRS	11.76	11.76	58.82	.	.	.	17.65	.
U.S. AND OUTLYING AREAS	3.25	8.35	38.45	31.88	7.76	4.64	3.00	2.67
50 STATES, D.C., & P.R.	3.18	8.35	38.44	31.95	7.76	4.65	2.98	2.68

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994

SOURCE: AR_AB6.SFW

Table AB6

Number of Children Age 18-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

HEARING IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	11	12	6	1	0	34	0	0
ALASKA	2	4	3	0	0	0	0	0
ARIZONA	4	18	7	28	0	16	9	0
ARKANSAS	7	11	2	5	0	19	0	0
CALIFORNIA	75	106	198	5	11	132	0	4
COLORADO	9	23	6	1	0	6	0	0
CONNECTICUT	9	5	4	4	13	0	7	0
DELAWARE	2	3	0	8	0	0	0	0
DISTRICT OF COLUMBIA	1	0	0	0	0	0	0	0
FLORIDA	19	16	49	6	0	5	0	0
GEORGIA	26	30	31	10	0	10	0	0
HAWAII	3	2	5	6	0	0	0	0
IDAHO	8	2	1	0	0	0	0	0
ILLINOIS	7	37	82	3	1	37	1	0
INDIANA	30	4	10	3	0	26	0	0
IOWA	5	19	16	0	0	16	0	0
KANSAS	4	4	1	0	0	22	0	0
KENTUCKY	9	16	4	1	0	31	0	0
LOUISIANA	17	20	24	1	0	46	0	1
MAINE	6	8	0	0	0	2	0	0
MARYLAND	19	9	8	2	0	25	0	0
MASSACHUSETTS	20	5	30	6	39	0	22	1
MICHIGAN	71	66	40	3	.	39	0	0
MINNESOTA	21	23	11	2	1	19	0	0
MISSISSIPPI	4	18	20	1	0	25	0	0
MISSOURI	30	10	6	2	0	23	0	0
MONTANA	6	0	7	4	0	0	0	0
NEBRASKA	10	5	1	0	0	13	0	0
NEVADA	0	1	6	1	0	0	0	0
NEW HAMPSHIRE	1	3	3	7	0	1	1	0
NEW JERSEY	1	11	51	32	8	0	1	2
NEW MEXICO	8	4	5	0	0	21	0	0
NEW YORK	41	53	123	87	138	48	40	4
NORTH CAROLINA	29	19	7	1	0	60	0	0
NORTH DAKOTA	3	0	2	0	0	0	0	0
OHIO	19	58	33	10	0	23	.	0
OKLAHOMA	8	13	6	4	0	18	0	0
OREGON	46	12	7	1	0	8	0	0
PENNSYLVANIA	60	27	17	4	13	1	20	0
PUERTO RICO	16	30	39	12	1	1	0	3
RHODE ISLAND	2	2	0	12	0	0	1	0
SOUTH CAROLINA	13	11	11	2	0	16	0	0
SOUTH DAKOTA	2	1	0	0	0	1	0	0
TENNESSEE	36	24	15	6	0	22	0	1
TEXAS	38	94	126	19	0	282	0	16
UTAH	9	2	2	0	0	10	0	0
VERMONT	7	0	0	0	0	0	4	0
VIRGINIA	20	13	15	1	0	25	0	0
WASHINGTON	23	33	32	0	0	17	0	0
WEST VIRGINIA	2	13	1	1	0	10	0	0
WISCONSIN	7	1	5	0	0	4	0	0
WYOMING	4	7	4	4	0	1	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	2	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	1	0	1	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	4	0	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	835	908	1,085	306	225	1,115	106	32
50 STATES, D.C., & P.R.	830	908	1,082	306	225	1,115	106	32

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB6.SFW

Table AB6

Percentage of Children Age 18-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

HEARING IMPAIRMENTS

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	17.19	18.75	9.38	1.56	.	53.13	.	.
ALASKA	22.22	44.44	33.33	.	.	.	.	.
ARIZONA	4.88	21.95	8.54	34.15	.	19.51	10.98	.
ARKANSAS	15.91	25.00	4.55	11.36	.	43.18	.	.
CALIFORNIA	14.12	19.96	37.29	0.94	2.07	24.86	.	0.75
COLORADO	20.00	51.11	13.33	2.22	.	13.33	.	.
CONNECTICUT	21.43	11.90	9.52	9.52	30.95	.	16.67	.
DELAWARE	15.38	23.08	.	61.54	.	.	.	.
DISTRICT OF COLUMBIA	100.00	.	.	.	.	.	.	.
FLORIDA	20.00	16.84	51.58	6.32	.	5.26	.	.
GEORGIA	24.30	28.04	28.97	9.35	.	9.35	.	.
HAWAII	18.75	12.50	31.25	37.50	.	.	.	.
IDAHO	72.73	18.18	9.09	.	.	.	.	.
ILLINOIS	4.17	22.02	48.81	1.79	0.60	22.02	0.60	.
INDIANA	41.10	5.48	13.70	4.11	.	35.62	.	.
IOWA	8.93	33.93	28.57	.	.	28.57	.	.
KANSAS	12.90	12.90	3.23	.	.	70.97	.	.
KENTUCKY	14.75	26.23	6.56	1.64	.	50.82	.	.
LOUISIANA	15.60	18.35	22.02	0.92	.	42.20	.	0.92
MAINE	37.50	50.00	.	.	.	12.50	.	.
MARYLAND	30.16	14.29	12.70	3.17	.	39.68	.	.
MASSACHUSETTS	16.26	4.07	24.39	4.88	31.71	.	17.89	0.81
MICHIGAN	32.42	30.14	18.26	1.37	.	17.81	.	.
MINNESOTA	27.27	29.87	14.29	2.60	1.30	24.68	.	.
MISSISSIPPI	5.88	26.47	29.41	1.47	.	36.76	.	.
MISSOURI	42.25	14.08	8.45	2.82	.	32.39	.	.
MONTANA	35.29	.	41.18	23.53	.	.	.	.
NEBRASKA	34.48	17.24	3.45	.	.	44.83	.	.
NEVADA	.	12.50	75.00	12.50	.	.	.	.
NEW HAMPSHIRE	6.25	18.75	18.75	43.75	.	6.25	6.25	.
NEW JERSEY	0.94	10.38	48.11	30.19	7.55	.	0.94	1.89
NEW MEXICO	21.05	10.53	13.16	.	.	55.26	.	.
NEW YORK	7.68	9.93	23.03	16.29	25.84	8.99	7.49	0.75
NORTH CAROLINA	25.00	16.38	6.03	0.86	.	51.72	.	.
NORTH DAKOTA	60.00	.	40.00	.	.	.	.	.
OHIO	13.29	40.56	23.08	6.99	.	16.08	.	.
OKLAHOMA	16.33	26.53	12.24	8.16	.	36.73	.	.
OREGON	62.16	16.22	9.46	1.35	.	10.81	.	.
PENNSYLVANIA	42.25	19.01	11.97	2.82	9.15	0.70	14.08	.
PUERTO RICO	15.69	29.41	38.24	11.76	0.98	0.98	.	2.94
RHODE ISLAND	11.76	11.76	.	70.59	.	.	5.88	.
SOUTH CAROLINA	24.53	20.75	20.75	3.77	.	30.19	.	.
SOUTH DAKOTA	50.00	25.00	.	.	.	25.00	.	.
TENNESSEE	34.62	23.08	14.42	5.77	.	21.15	.	0.96
TEXAS	6.61	16.35	21.91	3.30	.	49.04	.	2.78
UTAH	39.13	8.70	8.70	.	.	43.48	.	.
VERMONT	63.64	.	.	.	.	.	36.36	.
VIRGINIA	27.03	17.57	20.27	1.35	.	33.78	.	.
WASHINGTON	21.90	31.43	30.48	.	.	16.19	.	.
WEST VIRGINIA	7.41	48.15	3.70	3.70	.	37.04	.	.
WISCONSIN	41.18	5.88	29.41	.	.	23.53	.	.
WYOMING	20.00	35.00	20.00	20.00	.	5.00	.	.
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	100.00	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	50.00	.	50.00	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	100.00	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	18.10	19.69	23.53	6.63	4.88	24.18	2.30	0.69
50 STATES, D.C., & P.R.	18.03	19.72	23.50	6.65	4.89	24.22	2.30	0.70

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DATA AS OF OCTOBER 1, 1994.

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Table AB6

Number of Children Age 18-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

ORTHOPEDIC IMPAIRMENTS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	NUMBER							
ALABAMA	10	5	12	2	0	0	0	0
ALASKA	1	1	1	0	0	0	0	0
ARIZONA	1	16	36	1	9	0	0	6
ARKANSAS	2	3	3	0	0	0	0	0
CALIFORNIA	83	91	474	177	2	0	0	9
COLORADO	9	13	11	0	0	3	0	4
CONNECTICUT	0	2	3	0	2	1	0	1
DELAWARE	0	2	18	1	0	0	0	12
DISTRICT OF COLUMBIA	0	0	0	7	0	0	0	0
FLORIDA	59	13	87	41	0	0	0	4
GEORGIA	24	18	10	1	0	0	0	0
HAWAII	0	1	10	0	0	0	0	2
IDAHO	3	5	2	0	0	0	0	0
ILLINOIS	9	20	80	76	3	26	0	4
INDIANA	27	1	8	16	0	0	0	1
IOWA	7	17	6	0	0	0	0	4
KANSAS	5	11	6	0	2	1	0	0
KENTUCKY	8	10	4	1	0	0	0	0
LOUISIANA	13	15	49	5	0	13	0	2
MAINE	5	3	1	0	0	0	0	0
MARYLAND	12	5	4	3	0	0	0	0
MASSACHUSETTS	22	3	14	1	10	0	2	6
MICHIGAN	90	99	112	15		0	0	7
MINNESOTA	20	14	8	5	1	1	1	0
MISSISSIPPI	8	24	28	3	0	0	3	15
MISSOURI	16	10	10	20	0	0	2	0
MONTANA	3	0	0	0	0	0	0	0
NEBRASKA	5	5	11	0	0	0	0	0
NEVADA	0	1	0	0	0	0	0	0
NEW HAMPSHIRE	4	1	0	1	0	0	0	1
NEW JERSEY	3	13	19	14	19	0	0	1
NEW MEXICO	10	6	23	0	0	0	0	0
NEW YORK	40	16	29	20	26	1	2	5
NORTH CAROLINA	26	8	13	4	0	0	0	0
NORTH DAKOTA	2	2	2	0	0	0	1	0
OHIO	30	30	42	9	1	0	.	34
OKLAHOMA	10	3	2	1	0	0	0	0
OREGON	18	9	15	1	0	0	0	1
PENNSYLVANIA	9	29	196	40	10	0	7	2
PUERTO RICO	4	4	2	0	10	0	1	8
RHODE ISLAND	0	2	4	0	2	0	0	0
SOUTH CAROLINA	8	23	25	6	0	0	0	1
SOUTH DAKOTA	4	0	0	0	0	0	3	0
TENNESSEE	19	10	30	9	0	0	0	16
TEXAS	60	109	61	3	0	10	0	4
UTAH	1	0	2	0	0	0	0	1
VERMONT	0	0	1	0	0	0	0	1
VIRGINIA	10	3	23	2	1	0	2	0
WASHINGTON	15	15	16	0	0	0	0	0
WEST VIRGINIA	3	2	11	1	0	0	0	2
WISCONSIN	11	2	5	0	0	0	0	0
WYOMING	1	4	2	0	0	1	2	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	2	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	1	0	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	731	701	1,531	486	98	57	26	154
50 STATES, D.C., & P.R.	730	699	1,531	486	98	57	26	154

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DATA AS OF OCTOBER 1, 1994.

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Table AB6

Percentage of Children Age 18-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

ORTHOPEDIC IMPAIRMENTS

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	34.48	17.24	41.38	6.90	.	.	.	.
ALASKA	33.33	33.33	33.33	.	.	.	.	.
ARIZONA	1.45	23.19	52.17	1.45	13.04	.	.	8.70
ARKANSAS	25.00	37.50	37.50	.	.	.	.	.
CALIFORNIA	9.93	10.89	56.70	21.17	0.24	.	.	1.08
COLORADO	22.50	32.50	27.50	.	.	7.50	.	10.00
CONNECTICUT	.	22.22	33.33	.	22.22	11.11	.	11.11
DELAWARE	.	6.06	54.55	3.03	.	.	.	36.36
DISTRICT OF COLUMBIA	.	.	.	100.00	.	.	.	.
FLORIDA	28.92	6.37	42.65	20.10	.	.	.	1.96
GEORGIA	45.28	33.96	18.87	1.89	.	.	.	.
HAWAII	.	7.69	76.92	.	.	.	.	15.38
IDAHO	30.00	50.00	20.00	.	.	.	.	.
ILLINOIS	4.13	9.17	36.70	34.86	1.38	11.93	.	1.83
INDIANA	50.94	1.89	15.09	30.19	.	.	.	1.89
IOWA	20.59	50.00	17.65	.	.	.	.	11.76
KANSAS	20.00	44.00	24.00	.	8.00	4.00	.	.
KENTUCKY	34.78	43.48	17.39	4.35	.	.	.	.
LOUISIANA	13.40	15.46	50.52	5.15	.	13.40	.	2.06
MAINE	55.56	33.33	11.11	.	.	.	.	.
MARYLAND	50.00	20.83	16.67	12.50	.	.	.	.
MASSACHUSETTS	37.93	5.17	24.14	1.72	17.24	.	3.45	10.34
MICHIGAN	27.86	30.65	34.67	4.64	.	.	.	2.17
MINNESOTA	40.00	28.00	16.00	10.00	2.00	2.00	2.00	.
MISSISSIPPI	9.88	29.63	34.57	3.70	.	.	3.70	18.52
MISSOURI	27.59	17.24	17.24	34.48	.	.	3.45	.
MONTANA	100.00	.	.	.	.	.	.	.
NEBRASKA	23.81	23.81	52.38	.	.	.	.	.
NEVADA	.	100.00	.	.	.	.	.	.
NEW HAMPSHIRE	57.14	14.29	.	14.29	.	.	.	14.29
NEW JERSEY	4.35	18.84	27.54	20.29	27.54	.	.	1.45
NEW MEXICO	25.64	15.38	58.97	.	.	.	.	.
NEW YORK	28.78	11.51	20.86	14.39	18.71	0.72	1.44	3.60
NORTH CAROLINA	50.98	15.69	25.49	7.84	.	.	.	.
NORTH DAKOTA	28.57	28.57	28.57	.	.	.	14.29	.
OHIO	20.55	20.55	28.77	6.16	0.68	.	.	23.29
OKLAHOMA	62.50	18.75	12.50	6.25	.	.	.	.
OREGON	40.91	20.45	34.09	2.27	.	.	.	2.27
PENNSYLVANIA	3.07	9.90	66.89	13.65	3.41	.	2.39	0.68
PUERTO RICO	13.79	13.79	6.90	.	34.48	.	3.45	27.59
RHODE ISLAND	.	25.00	50.00	.	25.00	.	.	.
SOUTH CAROLINA	12.70	36.51	39.68	9.52	.	.	.	1.59
SOUTH DAKOTA	57.14	.	.	.	.	.	42.86	.
TENNESSEE	22.62	11.90	35.71	10.71	.	.	.	19.05
TEXAS	24.29	44.13	24.70	1.21	.	4.05	.	1.62
UTAH	25.00	.	50.00	.	.	.	.	25.00
VERMONT	.	.	50.00	.	.	.	.	50.00
VIRGINIA	24.39	7.32	56.10	4.88	2.44	.	4.88	.
WASHINGTON	32.61	32.61	34.78	.	.	.	.	.
WEST VIRGINIA	15.79	10.53	57.89	5.26	.	.	.	10.53
WISCONSIN	61.11	11.11	27.78	.	.	.	.	.
WYOMING	10.00	40.00	20.00	.	.	10.00	20.00	.
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	100.00	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	100.00	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	19.32	18.53	40.46	12.84	2.59	1.51	0.69	4.07
50 STATES, D.C., & P.R.	19.31	18.49	40.49	12.85	2.59	1.51	0.69	4.07

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994

SOURCE: AR_AB6.SFW

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346

Table AB6

Number of Children Age 18-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

OTHER HEALTH IMPAIRMENTS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	20	5	16	4	0	0	1	7
ALASKA	1	2	6	0	0	0	0	0
ARIZONA	0	5	2	0	0	0	0	5
ARKANSAS	5	7	4	0	0	0	0	0
CALIFORNIA	158	52	153	12	20	0	0	13
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	16	9	4	0	2	0	0	5
DELAWARE	0	1	35	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	5	0	0	0	0
FLORIDA	0	0	0	0	0	0	0	27
GEORGIA	9	17	5	0	0	0	0	2
HAWAII	0	6	11	0	0	0	0	0
IDAHO	4	9	2	0	0	0	0	1
ILLINOIS	3	7	22	17	1	1	1	86
INDIANA	0	0	8	5	0	0	0	0
IOWA	0	0	0	0	0	0	0	0
KANSAS	11	4	4	2	0	3	0	0
KENTUCKY	6	8	0	1	0	0	0	5
LOUISIANA	25	17	46	3	0	2	0	5
MAINE	11	5	1	0	0	0	0	2
MARYLAND	11	5	9	18	6	0	12	2
MASSACHUSETTS	12	6	11	3	7	0	6	96
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	19	15	4	5	1	1	1	0
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	2	4	2	6	0	0	0	2
MONTANA	5	4	0	0	0	0	0	4
NEBRASKA	12	8	8	0	0	1	1	1
NEVADA	2	9	0	1	0	0	0	9
NEW HAMPSHIRE	12	2	5	1	2	0	3	1
NEW JERSEY	4	18	3	4	3	0	0	20
NEW MEXICO	5	2	6	0	0	0	0	0
NEW YORK	63	37	33	13	4	0	0	10
NORTH CAROLINA	45	52	15	2	0	0	0	10
NORTH DAKOTA	3	2	1	0	0	0	1	0
OHIO	18	4	1	2	0	0	.	218
OKLAHOMA	6	1	3	2	0	0	0	2
OREGON	29	8	16	1	2	1	1	3
PENNSYLVANIA	0	0	0	0	0	0	0	0
PUERTO RICO	2	8	4	1	0	0	0	25
RHODE ISLAND	4	1	3	0	2	0	1	14
SOUTH CAROLINA	1	4	1	0	1	0	0	0
SOUTH DAKOTA	2	1	0	0	0	0	0	0
TENNESSEE	14	7	24	1	1	0	0	86
TEXAS	171	312	168	7	0	11	0	11
UTAH	2	10	11	4	0	0	0	0
VERMONT	8	0	2	0	0	0	0	0
VIRGINIA	18	11	3	0	0	0	0	3
WASHINGTON	96	99	101	3	2	0	0	7
WEST VIRGINIA	1	2	0	0	0	0	0	1
WISCONSIN	7	4	5	0	0	0	0	3
WYOMING	8	7	7	2	0	2	2	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0	2	0
BUR. OF INDIAN AFFAIRS	2	2	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	853	799	765	125	54	22	32	686
50 STATES, D.C., & P.R.	851	797	765	125	54	22	30	686

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB6 SFW

Table AB6

Percentage of Children Age 18-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

OTHER HEALTH IMPAIRMENTS

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	37.74	9.43	30.19	7.55	.	.	1.89	13.21
ALASKA	11.11	22.22	66.67	.	.	.	.	.
ARIZONA	.	41.67	16.67	.	.	.	.	41.67
ARKANSAS	31.25	43.75	25.00	.	.	.	.	.
CALIFORNIA	38.73	12.75	37.50	2.94	4.90	.	.	3.19
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	44.44	25.00	11.11	.	5.56	.	.	13.89
DELAWARE	.	2.78	97.22	.	.	.	.	.
DISTRICT OF COLUMBIA	.	.	.	100.00	.	.	.	.
FLORIDA	.	.	.	.	.	.	.	100.00
GEORGIA	27.27	51.52	15.15	.	.	.	.	6.06
HAWAII	.	35.29	64.71	.	.	.	.	.
IDAHO	25.00	56.25	12.50	.	.	.	.	6.25
ILLINOIS	2.17	5.07	15.94	12.32	0.72	0.72	0.72	62.32
INDIANA	.	.	61.54	38.46	.	.	.	.
IOWA	.	.	.	.	.	.	.	.
KANSAS	45.83	16.67	16.67	8.33	.	12.50	.	.
KENTUCKY	30.00	40.00	.	5.00	.	.	.	25.00
LOUISIANA	25.51	17.35	46.94	3.06	.	2.04	.	5.10
MAINE	57.89	26.32	5.26	.	.	.	.	10.53
MARYLAND	17.46	7.94	14.29	28.57	9.52	.	19.05	3.17
MASSACHUSETTS	8.51	4.26	7.80	2.13	4.96	.	4.26	68.09
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	41.30	32.61	8.70	10.87	2.17	2.17	2.17	.
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	12.50	25.00	12.50	37.50	.	.	.	12.50
MONTANA	38.46	30.77	.	.	.	.	.	30.77
NEBRASKA	38.71	25.81	25.81	.	.	3.23	3.23	3.23
NEVADA	9.52	42.86	.	4.76	.	.	.	42.86
NEW HAMPSHIRE	46.15	7.69	19.23	3.85	7.69	.	11.54	3.85
NEW JERSEY	7.69	34.62	5.77	7.69	5.77	.	.	38.46
NEW MEXICO	38.46	15.38	46.15	.	.	.	.	.
NEW YORK	39.38	23.13	20.63	8.13	2.50	.	.	6.25
NORTH CAROLINA	36.29	41.94	12.10	1.61	.	.	.	8.06
NORTH DAKOTA	42.86	28.57	14.29	.	.	.	14.29	.
OHIO	7.41	1.65	0.41	0.82	.	.	.	89.71
OKLAHOMA	42.86	7.14	21.43	14.29	.	.	.	14.29
OREGON	47.54	13.11	26.23	1.64	3.28	1.64	1.64	4.92
PENNSYLVANIA	.	.	.	.	.	.	.	.
PUERTO RICO	5.00	20.00	10.00	2.50	.	.	.	62.50
RHODE ISLAND	16.00	4.00	12.00	.	8.00	.	4.00	56.00
SOUTH CAROLINA	14.29	57.14	14.29	.	14.29	.	.	.
SOUTH DAKOTA	66.67	33.33	.	.	.	.	.	.
TENNESSEE	10.53	5.26	18.05	0.75	0.75	.	.	64.66
TEXAS	25.15	45.88	24.71	1.03	.	1.62	.	1.62
UTAH	7.41	37.04	40.74	14.81	.	.	.	.
VERMONT	80.00	.	20.00	.	.	.	.	.
VIRGINIA	51.43	31.43	8.57	.	.	.	.	8.57
WASHINGTON	31.17	32.14	32.79	0.97	0.65	.	.	2.27
WEST VIRGINIA	25.00	50.00	.	.	.	.	.	25.00
WISCONSIN	36.84	21.05	26.32	.	.	.	.	15.79
WYOMING	28.57	25.00	25.00	7.14	.	7.14	7.14	.
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	100.00	.
BUR. OF INDIAN AFFAIRS	50.00	50.00	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	25.57	23.95	22.93	3.75	1.62	0.66	0.96	20.56
50 STATES, D.C., & P.R.	25.56	23.93	22.97	3.75	1.62	0.66	0.90	20.60

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB6.SFW

348

Table AB6

Number of Children Age 18-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

VISUAL IMPAIRMENTS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	NUMBER							
ALABAMA	9	1	1	0	0	20	0	0
ALASKA	0	0	0	0	0	0	0	0
ARIZONA	2	11	6	9	0	6	3	0
ARKANSAS	1	3	0	0	0	14	0	0
CALIFORNIA	62	36	95	14	2	2	2	0
COLORADO	3	2	1	0	0	2	0	1
CONNECTICUT	10	2	11	9	2	0	6	1
DELAWARE	4	0	0	5	0	0	0	0
DISTRICT OF COLUMBIA	5	0	0	0	0	0	0	0
FLORIDA	12	4	3	2	0	2	0	0
GEORGIA	12	7	1	1	0	10	0	0
HAWAII	0	0	2	1	0	0	0	0
IDAHO	4	1	0	0	0	0	0	0
ILLINOIS	6	19	21	2	1	29	1	0
INDIANA	18	0	2	1	0	9	0	0
IOWA	3	2	1	0	0	14	0	0
KANSAS	2	2	0	0	0	2	0	0
KENTUCKY	14	6	0	0	0	17	0	1
LOUISIANA	10	5	10	0	0	15	0	0
MAINE	0	0	1	0	0	0	1	0
MARYLAND	8	8	4	6	1	20	0	0
MASSACHUSETTS	13	5	8	1	4	0	6	0
MICHIGAN	18	9	18	0	.	12	0	0
MINNESOTA	7	2	1	1	0	6	1	1
MISSISSIPPI	1	8	11	0	0	11	0	0
MISSOURI	16	0	0	2	0	14	0	0
MONTANA	2	2	1	1	0	0	0	0
NEBRASKA	5	3	0	1	0	13	0	0
NEVADA	2	0	4	0	0	0	0	0
NEW HAMPSHIRE	0	1	0	5	0	0	1	0
NEW JERSEY	11	5	3	0	5	0	0	1
NEW MEXICO	1	1	3	3	0	0	0	1
NEW YORK	22	31	18	14	23	9	0	1
NORTH CAROLINA	15	11	3	0	0	6	0	0
NORTH DAKOTA	1	0	0	0	0	1	0	0
OHIO	21	22	5	4	1	27	.	0
OKLAHOMA	8	2	1	0	0	5	0	0
OREGON	9	3	6	1	0	12	0	2
PENNSYLVANIA	25	3	4	4	28	0	31	0
PUERTO RICO	0	23	2	0	0	0	0	1
RHODE ISLAND	2	1	3	0	0	0	2	0
SOUTH CAROLINA	11	9	2	0	0	10	0	0
SOUTH DAKOTA	1	1	0	0	0	2	0	0
TENNESSEE	13	6	4	0	0	0	0	1
TEXAS	24	46	30	2	0	20	0	2
UTAH	4	1	1	0	0	3	0	0
VERMONT	0	1	0	0	0	0	0	0
VIRGINIA	17	2	5	1	0	25	1	1
WASHINGTON	8	2	2	0	0	5	0	0
WEST VIRGINIA	1	7	0	2	0	15	0	0
WISCONSIN	4	1	2	0	0	3	0	0
WYOMING	2	3	1	0	0	1	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	1	2	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	450	322	297	92	67	362	55	14
50 STATES, D.C., & P.R.	449	320	297	92	67	362	55	14

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VISUAL IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	29.03	3.23	3.23	.	.	64.52	.	.
ALASKA	.	.	.	.	.	.	.	.
ARIZONA	5.41	29.73	16.22	24.32	.	16.22	8.11	.
ARKANSAS	5.56	16.67	.	.	.	77.78	.	.
CALIFORNIA	29.11	16.90	44.60	6.57	0.94	0.94	0.94	.
COLORADO	33.33	22.22	11.11	.	.	22.22	.	11.11
CONNECTICUT	24.39	4.88	26.83	21.95	4.88	.	14.63	2.44
DELAWARE	44.44	.	.	55.56	.	.	.	.
DISTRICT OF COLUMBIA	100.00	.	.	.	.	.	.	.
FLORIDA	52.17	17.39	13.04	8.70	.	8.70	.	.
GEORGIA	38.71	22.58	3.23	3.23	.	32.26	.	.
HAWAII	.	.	66.67	33.33	.	.	.	.
IDAHO	80.00	20.00	.	.	.	.	.	.
ILLINOIS	7.59	24.05	26.58	2.53	1.27	36.71	1.27	.
INDIANA	60.00	.	6.67	3.33	.	30.00	.	.
IOWA	15.00	10.00	5.00	.	.	70.00	.	.
KANSAS	33.33	33.33	.	.	.	33.33	.	.
KENTUCKY	36.84	15.79	.	.	.	44.74	.	2.63
LOUISIANA	25.00	12.50	25.00	.	.	37.50	.	.
MAINE	.	.	50.00	.	.	.	50.00	.
MARYLAND	17.02	17.02	8.51	12.77	2.13	42.55	.	.
MASSACHUSETTS	35.14	13.51	21.62	2.70	10.81	.	16.22	.
MICHIGAN	31.58	15.79	31.58	.	.	21.05	.	.
MINNESOTA	36.84	10.53	5.26	5.26	.	31.58	5.26	5.26
MISSISSIPPI	3.23	25.81	35.48	.	.	35.48	.	.
MISSOURI	50.00	.	.	6.25	.	43.75	.	.
MONTANA	33.33	33.33	16.67	16.67	.	.	.	.
NEBRASKA	22.73	13.64	.	4.55	.	59.09	.	.
NEVADA	33.33	.	66.67	.	.	.	.	.
NEW HAMPSHIRE	.	14.29	.	71.43	.	.	14.29	.
NEW JERSEY	44.00	20.00	12.00	.	20.00	.	.	4.00
NEW MEXICO	11.11	11.11	33.33	33.33	.	.	.	11.11
NEW YORK	18.64	26.27	15.25	11.86	19.49	7.63	.	0.85
NORTH CAROLINA	42.86	31.43	8.57	.	.	17.14	.	.
NORTH DAKOTA	50.00	.	.	.	.	50.00	.	.
OHIO	26.25	27.50	6.25	5.00	1.25	33.75	.	.
OKLAHOMA	50.00	12.50	6.25	.	.	31.25	.	.
OREGON	27.27	9.09	18.18	3.03	.	36.36	.	6.06
PENNSYLVANIA	26.32	3.16	4.21	4.21	29.47	.	32.63	.
PUERTO RICO	.	88.46	7.69	.	.	.	.	3.85
RHODE ISLAND	25.00	12.50	37.50	.	.	.	25.00	.
SOUTH CAROLINA	34.38	28.13	6.25	.	.	31.25	.	.
SOUTH DAKOTA	25.00	25.00	.	.	.	50.00	.	.
TENNESSEE	54.17	25.00	16.67	.	.	.	.	4.17
TEXAS	19.35	37.10	24.19	1.61	.	16.13	.	1.61
UTAH	44.44	11.11	11.11	.	.	33.33	.	.
VERMONT	.	100.00	.	.	.	.	.	.
VIRGINIA	32.69	3.85	9.62	1.92	.	48.08	1.92	1.92
WASHINGTON	47.06	11.76	11.76	.	.	29.41	.	.
WEST VIRGINIA	4.00	28.00	.	8.00	.	60.00	.	.
WISCONSIN	40.00	10.00	20.00	.	.	30.00	.	.
WYOMING	28.57	42.86	14.29	.	.	14.29	.	.
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	33.33	66.67	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	27.12	19.41	17.90	5.55	4.04	21.82	3.12	0.84
50 STATES, D.C., & P.R.	27.11	19.32	17.93	5.56	4.05	21.86	3.12	0.85

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DATA AS OF OCTOBER 1, 1994

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Table AB6

Number of Children Age 18-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

AUTISM

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	NUMBER							
ALABAMA	0	0	3	2	5	7	2	1
ALASKA	0	1	0	0	0	0	0	0
ARIZONA	0	0	8	0	12	0	0	0
ARKANSAS	0	0	1	0	0	0	0	0
CALIFORNIA	0	11	115	38	34	0	4	2
COLORADO	0	0	0	0	0	0	0	0
CONNECTICUT	2	2	11	2	6	0	2	0
DELAWARE	1	0	1	13	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0
FLORIDA	0	0	8	23	0	0	0	0
GEORGIA	0	0	27	0	0	0	0	0
HAWAII	0	0	12	0	0	0	0	0
IDAHO	1	0	2	1	0	0	0	0
ILLINOIS	0	0	12	7	15	0	0	0
INDIANA	0	0	31	9	0	0	0	0
IOWA	0	0	4	0	0	0	0	0
KANSAS	0	1	5	1	0	0	0	0
KENTUCKY	0	0	2	1	0	0	0	0
LOUISIANA	0	1	42	3	0	2	2	0
MAINE	0	0	1	0	0	0	0	0
MARYLAND	0	0	0	0	0	0	0	0
MASSACHUSETTS	1	0	20	8	20	0	36	1
MICHIGAN	7	11	58	110	.	0	0	0
MINNESOTA	1	5	7	5	0	2	0	0
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	0	4	14	18	2	0	0	0
MONTANA	0	0	0	0	0	0	0	0
NEBRASKA	0	0	0	0	0	0	0	0
NEVADA	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	0
NEW JERSEY	0	0	3	14	24	19	1	1
NEW MEXICO	1	0	1	0	0	0	0	0
NEW YORK	1	2	26	192	22	3	34	1
NORTH CAROLINA	2	0	36	30	4	0	0	0
NORTH DAKOTA	0	0	0	0	0	0	0	0
OHIO	0	1	0	0	0	0	.	0
OKLAHOMA	0	0	0	0	0	0	0	0
OREGON	13	14	29	2	0	0	0	1
PENNSYLVANIA	0	1	10	17	1	0	0	1
PUERTO RICO	0	0	16	5	0	0	0	4
RHODE ISLAND	0	0	0	0	0	0	0	0
SOUTH CAROLINA	0	0	21	1	0	0	0	0
SOUTH DAKOTA	0	1	2	0	1	1	4	0
TENNESSEE	0	1	34	2	4	3	1	2
TEXAS	20	38	22	1	0	5	0	3
UTAH	0	0	7	6	0	1	0	0
VERMONT	0	0	2	0	0	0	1	0
VIRGINIA	1	2	17	13	2	2	8	0
WASHINGTON	0	0	0	0	0	0	0	0
WEST VIRGINIA	0	1	8	0	0	0	0	0
WISCONSIN	0	0	30	1	0	0	0	0
WYOMING	0	0	1	1	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	2	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	51	99	649	526	152	45	95	17
50 STATES, D.C., & P.R.	51	97	649	526	152	45	95	17

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB6.SFW

BEST COPY AVAILABLE

Table AB6

Percentage of Children Age 18-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

AUTISM

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	PERCENTAGE							
ALABAMA	.	.	15.00	10.00	25.00	35.00	10.00	5.00
ALASKA	.	100.00	.	.	.	.	.	.
ARIZONA	.	.	40.00	.	60.00	.	.	.
ARKANSAS	.	.	100.00	.	.	.	.	.
CALIFORNIA	.	5.39	56.37	18.63	16.67	.	1.96	0.98
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	8.00	8.00	44.00	8.00	24.00	.	8.00	.
DELAWARE	6.67	.	6.67	86.67	.	.	.	.
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	.	.	25.81	74.19	.	.	.	.
GEORGIA	.	.	100.00	.	.	.	.	.
HAWAII	.	.	100.00	.	.	.	.	.
IDAHO	25.00	.	50.00	25.00	.	.	.	.
ILLINOIS	.	.	35.29	20.59	44.12	.	.	.
INDIANA	.	.	77.50	22.50	.	.	.	.
IOWA	.	.	100.00	.	.	.	.	.
KANSAS	.	14.29	71.43	14.29	.	.	.	.
KENTUCKY	.	.	66.67	33.33	.	.	.	.
LOUISIANA	.	2.00	84.00	6.00	.	4.00	4.00	.
MAINE	.	.	100.00	.	.	.	.	.
MARYLAND	.	.	.	.	.	.	.	.
MASSACHUSETTS	1.16	.	23.26	9.30	23.26	.	41.86	1.16
MICHIGAN	3.76	5.91	31.18	59.14	.	.	.	.
MINNESOTA	5.00	25.00	35.00	25.00	.	10.00	.	.
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	.	10.53	36.84	47.37	5.26	.	.	.
MONTANA	.	.	.	.	.	.	.	.
NEBRASKA	.	.	.	.	.	.	.	.
NEVADA	.	.	.	.	.	.	.	.
NEW HAMPSHIRE	.	.	.	.	.	.	.	.
NEW JERSEY	.	.	4.84	22.58	38.71	30.65	1.61	1.61
NEW MEXICO	50.00	.	50.00	.	.	.	.	.
NEW YORK	0.36	0.71	9.25	68.33	7.83	1.07	12.10	0.36
NORTH CAROLINA	2.78	.	50.00	41.67	5.56	.	.	.
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	.	100.00	.	.	.	.	.	.
OKLAHOMA	.	.	.	.	.	.	.	.
OREGON	22.03	23.73	49.15	3.39	.	.	.	1.69
PENNSYLVANIA	.	3.33	33.33	56.67	3.33	.	.	3.33
PUERTO RICO	.	.	64.00	20.00	.	.	.	16.00
RHODE ISLAND	.	.	.	.	.	.	.	.
SOUTH CAROLINA	.	.	95.45	4.55	.	.	.	.
SOUTH DAKOTA	.	11.11	22.22	.	11.11	11.11	44.44	.
TENNESSEE	.	2.13	72.34	4.26	8.51	6.38	2.13	4.26
TEXAS	22.47	42.70	24.72	1.12	.	5.62	.	3.37
UTAH	.	.	50.00	42.86	.	7.14	.	.
VERMONT	.	.	66.67	.	.	.	33.33	.
VIRGINIA	2.22	4.44	37.78	28.89	4.44	4.44	17.78	.
WASHINGTON	.	.	.	.	.	.	.	.
WEST VIRGINIA	.	11.11	88.89	.	.	.	.	.
WISCONSIN	.	.	96.77	3.23	.	.	.	.
WYOMING	.	.	50.00	50.00	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	100.00	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	3.12	6.06	39.72	32.19	9.30	2.75	5.81	1.04
50 STATES, D.C., & P.R.	3.13	5.94	39.77	32.23	9.31	2.76	5.82	1.04

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB6.SFW

Table AB6

Number of Children Age 18-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

DEAF-BLINDNESS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	NUMBER							
ALABAMA	0	0	0	1	0	8	0	0
ALASKA	0	0	0	0	0	0	0	0
ARIZONA	0	0	0	0	0	0	0	0
ARKANSAS	0	0	0	0	0	0	0	0
CALIFORNIA	2	0	15	4	2	2	0	0
COLORADO	1	1	1	8	0	1	0	0
CONNECTICUT	0	0	1	0	2	0	0	0
DELAWARE	0	4	0	4	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	2	0	0	0	0
FLORIDA	0	0	0	4	0	0	0	0
GEORGIA	0	0	1	0	0	6	0	0
HAWAII	0	0	1	1	0	0	0	0
IDAHO	0	0	0	0	0	0	0	0
ILLINOIS	0	0	1	0	0	9	0	0
INDIANA	0	0	9	0	0	3	0	0
IOWA	0	0	8	0	0	0	0	0
KANSAS	0	0	0	0	0	0	0	0
KENTUCKY	1	0	1	0	0	0	0	0
LOUISIANA	0	0	0	0	0	3	0	0
MAINE	0	0	0	0	0	0	0	0
MARYLAND	1	0	0	2	0	8	0	0
MASSACHUSETTS	0	0	1	0	2	0	3	0
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	0	0	0	0	0	0	0	0
MISSISSIPPI	0	0	0	0	0	2	0	0
MISSOURI	0	0	2	0	0	0	0	0
MONTANA	1	0	0	1	0	0	0	0
NEBRASKA	0	0	0	0	0	1	0	0
NEVADA	0	0	1	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	0
NEW JERSEY	0	1	3	1	5	15	0	0
NEW MEXICO	0	0	0	0	0	5	0	0
NEW YORK	4	0	1	0	0	1	0	0
NORTH CAROLINA	0	0	0	0	0	2	1	0
NORTH DAKOTA	0	0	0	0	0	8	0	0
OHIO	0	0	0	0	0	0	.	0
OKLAHOMA	0	0	2	1	0	0	0	0
OREGON	0	0	0	0	0	0	0	0
PENNSYLVANIA	0	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	6	0	0	0	0
RHODE ISLAND	0	0	0	0	2	0	0	0
SOUTH CAROLINA	0	0	0	0	0	1	0	0
SOUTH DAKOTA	0	0	0	0	0	1	0	0
TENNESSEE	0	0	0	0	0	0	0	0
TEXAS	2	5	2	0	0	4	0	0
UTAH	0	0	0	2	0	1	0	1
VERMONT	0	0	0	0	0	0	0	0
VIRGINIA	0	0	0	0	1	1	0	0
WASHINGTON	1	0	2	0	0	2	0	0
WEST VIRGINIA	0	0	0	3	0	3	0	0
WISCONSIN	0	0	0	0	0	0	0	0
WYOMING	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	1	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	1	1	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	3	0	0
U.S. AND OUTLYING AREAS	13	11	53	41	15	90	4	1
50 STATES, D.C., & P.R.	13	11	52	40	14	87	4	1

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB6.SFW

Table AB6

Percentage of Children Age 18-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

DEAF-BLINDNESS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	--PERCENTAGE--							
ALABAMA	.	.	.	11.11	.	88.89	.	.
ALASKA	.	.	.	.	.	.	.	.
ARIZONA	.	.	.	.	.	.	.	.
ARKANSAS	.	.	.	.	.	.	.	.
CALIFORNIA	8.00	.	60.00	16.00	8.00	8.00	.	.
COLORADO	8.33	8.33	8.33	66.67	.	8.33	.	.
CONNECTICUT	.	.	33.33	.	66.67	.	.	.
DELAWARE	.	50.00	.	50.00	.	.	.	.
DISTRICT OF COLUMBIA	.	.	.	100.00	.	.	.	.
FLORIDA	.	.	.	100.00	.	.	.	.
GEORGIA	.	.	14.29	.	.	85.71	.	.
HAWAII	.	.	50.00	50.00	.	.	.	.
IDAHO	.	.	.	.	.	.	.	.
ILLINOIS	.	.	10.00	.	.	90.00	.	.
INDIANA	.	.	75.00	.	.	25.00	.	.
IOWA	.	.	100.00	.	.	.	.	.
KANSAS	.	.	.	.	.	.	.	.
KENTUCKY	50.00	.	50.00	.	.	.	.	.
LOUISIANA	.	.	.	.	.	100.00	.	.
MAINE	.	.	.	.	.	.	.	.
MARYLAND	9.09	.	.	18.18	.	72.73	.	.
MASSACHUSETTS	.	.	16.67	.	33.33	.	50.00	.
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	.	.	.	.	.	100.00	.	.
MISSOURI	.	.	100.00	.	.	.	.	.
MONTANA	50.00	.	.	50.00	.	.	.	.
NEBRASKA	.	.	.	.	.	100.00	.	.
NEVADA	.	.	100.00	.	.	.	.	.
NEW HAMPSHIRE	.	.	.	.	.	.	.	.
NEW JERSEY	.	4.00	12.00	4.00	20.00	60.00	.	.
NEW MEXICO	.	.	.	.	.	100.00	.	.
NEW YORK	66.67	.	16.67	.	.	16.67	.	.
NORTH CAROLINA	.	.	.	.	.	66.67	33.33	.
NORTH DAKOTA	.	.	.	.	.	100.00	.	.
OHIO	.	.	.	.	.	.	.	.
OKLAHOMA	.	.	66.67	33.33	.	.	.	.
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	.	.	.	.	.	.	.	.
PUERTO RICO	.	.	.	100.00	.	.	.	.
RHODE ISLAND	.	.	.	.	100.00	.	.	.
SOUTH CAROLINA	.	.	.	.	.	100.00	.	.
SOUTH DAKOTA	.	.	.	.	.	100.00	.	.
TENNESSEE	.	.	.	.	.	.	.	.
TEXAS	15.38	38.46	15.38	.	.	30.77	.	.
UTAH	.	.	.	50.00	.	25.00	.	25.00
VERMONT	.	.	.	.	.	.	.	.
VIRGINIA	.	.	.	.	50.00	50.00	.	.
WASHINGTON	20.00	.	40.00	.	.	40.00	.	.
WEST VIRGINIA	.	.	.	50.00	.	50.00	.	.
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	100.00	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	50.00	50.00	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	100.00	.	.
U.S. AND OUTLYING AREAS	5.70	4.82	23.25	17.98	6.58	39.47	1.75	0.44
50 STATES, D.C., & P.R.	5.86	4.95	23.42	18.02	6.31	39.19	1.80	0.45

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB6.SFW

Table AB6

Number of Children Age 18-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

TRAUMATIC BRAIN INJURY

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0	1	0	1	0	0	0	0
ALASKA	0	0	0	0	0	0	0	0
ARIZONA	0	0	1	0	0	0	0	0
ARKANSAS	1	0	0	0	0	0	1	1
CALIFORNIA	7	7	28	0	3	0	0	0
COLORADO	1	3	2	0	0	2	0	0
CONNECTICUT	1	2	0	0	1	0	0	0
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	0	12	0	0	0	0	0	0
HAWAII	0	0	0	0	0	0	0	0
IDAHO	5	0	2	0	0	0	0	0
ILLINOIS	0	2	6	3	0	0	0	0
INDIANA	15	0	0	5	0	0	0	0
IOWA	0	0	1	0	0	0	0	0
KANSAS	1	2	5	1	0	1	0	0
KENTUCKY	1	2	1	2	0	0	0	0
LOUISIANA	0	0	2	0	0	0	0	0
MAINE	3	5	0	0	0	0	0	1
MARYLAND	0	0	1	1	0	0	0	0
MASSACHUSETTS	2	1	7	4	7	0	5	3
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	2	2	1	0	0	0	0	0
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	0	2	2	4	0	0	0	0
MONTANA	2	5	0	0	0	0	0	0
NEBRASKA	0	0	0	0	0	0	0	0
NEVADA	0	0	1	0	0	0	1	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	0
NEW JERSEY	0	0	0	1	1	0	0	3
NEW MEXICO	0	0	3	0	0	0	0	0
NEW YORK	2	3	2	0	3	1	0	1
NORTH CAROLINA	0	1	0	0	0	0	1	0
NORTH DAKOTA	0	1	0	0	0	0	0	0
OHIO	0	2	2	0	0	0	.	0
OKLAHOMA	2	1	1	0	0	0	0	0
OREGON	1	3	0	0	0	0	0	0
PENNSYLVANIA	4	4	15	3	108	0	23	0
PUERTO RICO	0	0	0	0	0	0	0	1
RHODE ISLAND	0	0	0	0	1	0	1	1
SOUTH CAROLINA	0	1	1	0	0	0	0	2
SOUTH DAKOTA	0	0	0	0	0	0	0	0
TENNESSEE	7	4	5	0	0	0	0	1
TEXAS	2	2	0	0	0	1	0	0
UTAH	0	0	0	0	0	0	0	0
VERMONT	0	0	2	0	0	0	0	0
VIRGINIA	1	3	1	0	0	0	2	1
WASHINGTON	0	0	0	0	0	0	0	0
WEST VIRGINIA	0	3	0	0	0	0	0	0
WISCONSIN	1	1	4	0	0	0	0	0
WYOMING	0	1	2	0	0	0	0	0
AMERICAN SAMOA	0	0	0	1	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	1	0
U.S. AND OUTLYING AREAS	61	76	98	26	124	5	35	15
50 STATES, D.C., & P.R.	61	76	98	25	124	5	34	15

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB6.SFW

Table AB6

Percentage of Children Age 18-21 Served in Different Educational Environments Under IDEA, Part B and Chapter 1 of ESEA (SOP) During the 1992-93 School Year

TRAUMATIC BRAIN INJURY

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	PERCENTAGE							
ALABAMA	.	50.00	.	50.00	.	.	.	.
ALASKA	.	.	.	.	.	.	.	.
ARIZONA	.	.	100.00	.	.	.	.	.
ARKANSAS	33.33	.	.	.	.	.	33.33	33.33
CALIFORNIA	15.56	15.56	62.22	.	6.67	.	.	.
COLORADO	12.50	37.50	25.00	.	.	25.00	.	.
CONNECTICUT	25.00	50.00	.	.	25.00	.	.	.
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	100.00	.	.	.	.	.	.
HAWAII	.	.	.	.	.	.	.	.
IDAHO	71.43	.	28.57	.	.	.	.	.
ILLINOIS	.	18.18	54.55	27.27	.	.	.	.
INDIANA	75.00	.	.	25.00	.	.	.	.
IOWA	.	.	100.00	.	.	.	.	.
KANSAS	10.00	20.00	50.00	10.00	.	10.00	.	.
KENTUCKY	16.67	33.33	16.67	33.33	.	.	.	.
LOUISIANA	.	.	100.00	.	.	.	.	.
MAINE	33.33	55.56	.	.	.	.	.	11.11
MARYLAND	.	.	50.00	50.00	.	.	.	.
MASSACHUSETTS	6.90	3.45	24.14	13.79	24.14	.	17.24	10.34
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	40.00	40.00	20.00	.	.	.	.	.
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	.	25.00	25.00	50.00	.	.	.	.
MONTANA	28.57	71.43	.	.	.	.	.	.
NEBRASKA	.	.	.	.	.	.	.	.
NEVADA	.	.	50.00	.	.	.	50.00	.
NEW HAMPSHIRE	.	.	.	.	.	.	.	.
NEW JERSEY	.	.	.	20.00	20.00	.	.	60.00
NEW MEXICO	.	.	100.00	.	.	.	.	.
NEW YORK	16.67	25.00	16.67	.	25.00	8.33	.	8.33
NORTH CAROLINA	.	50.00	.	.	.	.	50.00	.
NORTH DAKOTA	.	100.00	.	.	.	.	.	.
OHIO	.	50.00	50.00	.	.	.	.	.
OKLAHOMA	50.00	25.00	25.00	.	.	.	.	.
OREGON	25.00	75.00	.	.	.	.	.	.
PENNSYLVANIA	2.55	2.55	9.55	1.91	68.79	.	14.65	.
PUERTO RICO	.	.	.	.	.	.	.	100.00
RHODE ISLAND	.	.	.	.	33.33	.	33.33	33.33
SOUTH CAROLINA	.	25.00	25.00	.	.	.	.	50.00
SOUTH DAKOTA	.	.	.	.	.	.	.	.
TENNESSEE	41.18	23.53	29.41	.	.	.	.	5.88
TEXAS	40.00	40.00	.	.	.	20.00	.	.
UTAH	.	.	.	.	.	.	.	.
VERMONT	.	.	100.00	.	.	.	.	.
VIRGINIA	12.50	37.50	12.50	.	.	.	25.00	12.50
WASHINGTON	.	.	.	.	.	.	.	.
WEST VIRGINIA	.	100.00	.	.	.	.	.	.
WISCONSIN	16.67	16.67	66.67	.	.	.	.	.
WYOMING	.	33.33	66.67	.	.	.	.	.
AMERICAN SAMOA	.	.	.	100.00	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	100.00	.
U.S. AND OUTLYING AREAS	13.86	17.27	22.27	5.91	28.18	1.14	7.95	3.41
50 STATES, D.C., & P.R.	13.93	17.35	22.37	5.71	28.31	1.14	7.76	3.42

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AB6.SFW

356

Table AC1

Number of Special Education Teachers Employed and Needed to Serve Children with Disabilities Age 3-5

During the 1992-93 School Year

STATE	ALL DISABILITIES EMPLOYED	ALL DISABILITIES NEEDED
ALABAMA	249	44
ALASKA	72	1
ARIZONA	225	9
ARKANSAS	90	11
CALIFORNIA	1,843	59
COLORADO	205	5
CONNECTICUT	352	6
DELAWARE	86	6
DISTRICT OF COLUMBIA	53	12
FLORIDA	1,080	101
GEORGIA	498	33
HAWAII	95	1
IDAHO	127	41
ILLINOIS	716	12
INDIANA	389	31
IOWA	389	37
KANSAS	256	5
KENTUCKY	253	20
LOUISIANA	603	275
MAINE	162	14
MARYLAND	311	3
MASSACHUSETTS	428	0
MICHIGAN	934	46
MINNESOTA	636	130
MISSISSIPPI	208	18
MISSOURI	411	96
MONTANA	42	28
NEBRASKA	101	1
NEVADA	95	10
NEW HAMPSHIRE	88	7
NEW JERSEY	901	10
NEW MEXICO	154	3
NEW YORK	948	307
NORTH CAROLINA	694	206
NORTH DAKOTA	114	10
OHIO	821	89
OKLAHOMA	156	12
OREGON	359	32
PENNSYLVANIA	509	4
PUERTO RICO	108	0
RHODE ISLAND	72	0
SOUTH CAROLINA	200	44
SOUTH DAKOTA	142	3
TENNESSEE	316	5
TEXAS	.	202
UTAH	101	30
VERMONT	105	0
VIRGINIA	1,024	130
WASHINGTON	303	13
WEST VIRGINIA	174	3
WISCONSIN	713	34
WYOMING	49	2
AMERICAN SAMOA	15	1
GUAM	5	4
NORTHERN MARIANAS	5	3
PALAU	.	.
VIRGIN ISLANDS	12	1
BUR. OF INDIAN AFFAIRS	.	.
U.S. AND OUTLYING AREAS	18,997	2,209
50 STATES, D.C., & P.R.	18,960	2,200

THE TOTAL FTE FOR THE U.S. AND OUTLYING AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE INDIVIDUAL STATES AND OUTLYING AREAS BECAUSE OF ROUNDING.

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AC_AC1.SFW

Table AC2

Number of Special Education Teachers Employed and Needed to Serve Children with Disabilities Age 6-21

During the 1992-93 School Year

STATE	ALL DISABILITIES		SPECIFIC LEARNING DISABILITIES		SPEECH OR LANGUAGE IMPAIRMENTS		MENTAL RETARDATION	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	5,000	406	1,501	124	569	50	1,773	69
ALASKA	967	13	195	0	191	3	44	0
ARIZONA	3,750	167	790	42	466	55	412	13
ARKANSAS	2,919	61	1,604	7	451	41	632	10
CALIFORNIA	25,777	1,169	14,500	658	6,604	300	1,624	74
COLORADO	3,657	12	1,690	5	541	5	256	1
CONNECTICUT	4,192	63	1,407	28	569	10	365	4
DELAWARE	934	69	499	25	72	11	69	6
DISTRICT OF COLUMBIA	779	62	363	24	123	15	103	0
FLORIDA	13,765	1,734	2,814	330	1,926	194	1,889	225
GEORGIA	8,159	244	2,003	40	901	58	2,596	38
HAWAII	1,098	81	269	0	82	11	72	1
IDAHO	979	285	557	174	121	35	183	55
ILLINOIS	17,603	195	5,357	16	2,476	82	2,321	21
INDIANA	5,945	627	2,241	185	735	16	1,825	182
IOWA	4,130	512	304	51	384	3	510	30
KANSAS	3,225	94	631	8	491	42	332	2
KENTUCKY	4,593	229	1,822	49	582	42	1,471	47
LOUISIANA	6,235	1,749	1,806	645	926	158	1,128	310
MAINE	1,912	196	782	50	354	33	221	25
MARYLAND	6,427	109	1,668	10	972	8	624	3
MASSACHUSETTS	7,887	43	.	.	.	.	.	.
MICHIGAN	12,536	569	5,092	214	2,225	26	1,224	69
MINNESOTA	7,008	832	2,416	264	1,230	113	1,615	167
MISSISSIPPI	3,743	326	2,264	178	515	58	705	58
MISSOURI	7,247	625	3,328	188	1,276	62	1,440	173
MONTANA	1,002	157	527	0	274	0	64	0
NEBRASKA	2,215	25	103	1	367	21	83	1
NEVADA	1,361	89	819	32	193	2	73	19
NEW HAMPSHIRE	1,672	239	677	91	495	34	140	16
NEW JERSEY	14,620	268	5,090	105	2,077	47	614	19
NEW MEXICO	3,264	434	0	2	463	105	0	0
NEW YORK	28,167	8,556	6,726	2,175	2,606	368	1,608	742
NORTH CAROLINA	6,993	862	2,546	245	739	124	1,889	167
NORTH DAKOTA	848	81	319	28	205	25	198	15
OHIO	12,055	392	3,713	114	1,179	50	3,830	65
OKLAHOMA	3,914	161	1,651	30	545	48	1,065	48
OREGON	3,073	209	1,152	35	409	75	645	18
PENNSYLVANIA	12,980	42	6,264	10	1,381	3	2,179	0
PUERTO RICO	2,501	272	67	33	14	100	700	0
RHODE ISLAND	1,367	9	585	4	189	0	91	0
SOUTH CAROLINA	4,234	245	1,615	69	640	56	1,130	43
SOUTH DAKOTA	865	7	0	0	160	4	0	0
TENNESSEE	4,755	138	2,369	68	569	22	804	16
TEXAS	16,983	987	.	.	.	.	.	.
UTAH	2,017	74	99	8	244	17	178	5
VERMONT	867	10	378	1	171	5	121	1
VIRGINIA	9,332	1,001	4,034	469	1,063	96	2,245	179
WASHINGTON	4,545	82	0	6	634	29	0	3
WEST VIRGINIA	2,657	75	1,035	14	344	26	835	15
WISCONSIN	7,111	789	2,359	223	1,282	28	1,155	42
WYOMING	818	5	0	0	140	3	0	0
AMERICAN SAMOA	49	7	0	0	5	0	5	3
GUAM	134	15	0	0	0	0	0	0
NORTHERN MARIANAS	34	27	0	.	2	3	0	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	72	10	7	0	8	5	4	0
BUR. OF INDIAN AFFAIRS	229	92	92	0	28	6	20	13
U.S. AND OUTLYING AREAS	311,201	25,829	98,125	7,075	41,208	2,729	43,106	3,011
50 STATES, D.C., & P.R.	310,682	25,679	98,026	7,075	41,165	2,715	43,077	2,995

THE TOTAL FTE FOR THE U.S. AND OUTLYING AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE INDIVIDUAL STATES AND OUTLYING AREAS BECAUSE OF ROUNDING.

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AC2.SFW

Table AC2

Number of Special Education Teachers Employed and Needed to Serve Children with Disabilities Age 6-21

During the 1992-93 School Year

	SERIOUS EMOTIONAL DISTURBANCE		MULTIPLE DISABILITIES		HEARING IMPAIRMENTS		ORTHOPEDIC IMPAIRMENTS	
STATE	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	452	104	156	12	97	4	19	3
ALASKA	62	4	50	0	29	1	1	0
ARIZONA	217	16	103	6	148	1	43	1
ARKANSAS	22	0	58	0	63	0	11	0
CALIFORNIA	735	33	356	16	451	20	554	25
COLORADO	556	1	389	0	103	0	73	0
CONNECTICUT	543	8	139	6	94	1	16	0
DELAWARE	69	7	0	0	30	1	29	0
DISTRICT OF COLUMBIA	88	15	65	0	2	2	3	0
FLORIDA	2,237	510	.	0	295	21	207	21
GEORGIA	1,894	77	.	.	246	12	109	10
HAWAII	55	0	40	2	40	1	9	1
IDAHO	29	9	29	0	17	2	12	2
ILLINOIS	2,387	43	205	0	672	4	354	11
INDIANA	653	138	137	16	182	9	68	6
IOWA	472	90	90	19	115	15	8	1
KANSAS	430	20	80	6	69	4	9	0
KENTUCKY	354	64	124	0	96	9	19	1
LOUISIANA	616	259	123	31	196	40	90	21
MAINE	341	54	123	7	48	24	8	0
MARYLAND	533	13	369	6	160	2	53	0
MASSACHUSETTS	.	.	.	.	.	.	.	.
MICHIGAN	1,188	93	137	1	170	8	328	6
MINNESOTA	1,186	194	.	.	200	32	58	35
MISSISSIPPI	26	2	51	7	60	9	91	6
MISSOURI	859	163	40	0	123	17	82	17
MONTANA	49	0	14	0	10	0	18	0
NEBRASKA	96	0	20	0	25	1	2	0
NEVADA	68	27	84	1	30	2	9	3
NEW HAMPSHIRE	191	66	77	17	20	1	17	4
NEW JERSEY	1,343	31	1,031	26	118	4	54	2
NEW MEXICO	0	4	0	0	0	0	0	0
NEW YORK	3,255	1,316	770	415	905	189	49	12
NORTH CAROLINA	948	201	106	21	259	28	54	5
NORTH DAKOTA	64	11	.	.	32	2	.	.
OHIO	1,204	70	1,545	76	246	0	203	13
OKLAHOMA	248	19	200	7	88	3	27	2
OREGON	394	28	.	.	181	8	97	8
PENNSYLVANIA	1,712	21	419	5	429	1	162	0
PUERTO RICO	77	100	13	26	72	0	74	0
RHODE ISLAND	77	0	22	0	29	0	2	0
SOUTH CAROLINA	443	41	20	4	116	6	81	4
SOUTH DAKOTA	0	0	0	0	0	0	0	0
TENNESSEE	256	14	187	7	156	1	99	0
TEXAS	.	.	.	.	.	.	.	.
UTAH	162	8	123	8	25	1	10	0
VERMONT	93	0	32	1	33	0	6	0
VIRGINIA	986	158	183	32	198	12	71	11
WASHINGTON	0	16	0	3	0	1	0	1
WEST VIRGINIA	271	14	0	0	56	2	38	0
WISCONSIN	1,529	487	0	4	163	3	119	1
WYOMING	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	2	0	3	0	0	0
GUAM	5	4	3	0	6	1	0	0
NORTHERN MARIANAS	0	.	0	.	0	.	0	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	1	1	5	1	4	1	0	0
BUR. OF INDIAN AFFAIRS	12	2	10	2	2	2	0	0
U.S. AND OUTLYING AREAS	29,684	4,556	7,732	790	6,913	509	3,443	234
50 STATES, D.C., & P.R.	29,666	4,549	7,712	786	6,897	505	3,443	234

THE TOTAL FTE FOR THE U.S. AND OUTLYING AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE INDIVIDUAL STATES AND OUTLYING AREAS BECAUSE OF ROUNDING.

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AC2 SFW

Table AC2

Number of Special Education Teachers Employed and Needed to Serve Children with Disabilities Age 6-21

During the 1992-93 School Year

STATE	OTHER HEALTH IMPAIRMENTS		VISUAL IMPAIRMENTS		AUTISM		DEAF-BLINDNESS	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	43	5	34	4	7	3	1	1
ALASKA	3	0	7	1	0	0	1	0
ARIZONA	6	0	75	4	7	1	0	0
ARKANSAS	42	0	32	3	2	0	0	0
CALIFORNIA	644	29	191	9	98	4	8	0
COLORADO	.	.	35	0	2	0	7	0
CONNECTICUT	8	1	35	0	.	.	19	.
DELAWARE	2	0	6	1	33	4	5	0
DISTRICT OF COLUMBIA	8	0	13	0	10	0	2	0
FLORIDA	349	17	164	8	99	13	4	0
GEORGIA	45	1	109	2	172	4	10	1
HAWAII	3	0	13	2	3	0	1	0
IDAHO	20	6	5	1	3	0	1	2
ILLINOIS	.	.	244	8	11	0	.	.
INDIANA	3	18	94	5	6	41	1	5
IOWA	0	0	32	1	0	0	0	0
KANSAS	8	2	29	1	.	.	.	.
KENTUCKY	25	1	59	9	7	1	31	0
LOUISIANA	127	34	77	21	118	44	3	0
MAINE	18	1	6	0	7	0	2	2
MARYLAND	27	2	117	7	42	1	1	1
MASSACHUSETTS	.	.	.	.	.	.	.	.
MICHIGAN	.	.	52	3	78	50	.	.
MINNESOTA	11	4	68	18	24	5	.	.
MISSISSIPPI	.	.	30	6	.	.	0	0
MISSOURI	.	0	47	5	39	0	12	0
MONTANA	33	0	8	0	3	0	1	0
NEBRASKA	7	0	9	2	0	0	0	0
NEVADA	6	1	14	2	1	0	0	0
NEW HAMPSHIRE	31	5	14	4	7	0	1	0
NEW JERSEY	33	1	47	3	65	2	21	1
NEW MEXICO	0	0	0	1	0	0	0	0
NEW YORK	119	60	296	42	332	148	0	.
NORTH CAROLINA	92	16	81	20	114	30	3	0
NORTH DAKOTA	18	.	13	.	1	.	.	.
OHIO	.	.	63	3	0	0	0	2
OKLAHOMA	7	1	62	2	14	0	5	1
OREGON	128	3	69	10	.	7	.	2
PENNSYLVANIA	5	0	257	1	101	0	3	0
PUERTO RICO	19	0	64	0	68	7	15	0
RHODE ISLAND	5	0	10	0	0	0	0	0
SOUTH CAROLINA	25	6	62	5	23	3	2	0
SOUTH DAKOTA	0	0	0	0	0	0	0	0
TENNESSEE	148	2	101	5	49	4	7	0
TEXAS	.	.	.	.	.	.	.	.
UTAH	1	1	14	2	0	0	0	1
VERMONT	9	0	6	0	5	0	2	0
VIRGINIA	47	0	109	18	66	8	0	0
WASHINGTON	0	0	0	1	0	0	0	0
WEST VIRGINIA	7	0	31	2	35	2	0	0
WISCONSIN	0	0	61	2	0	0	0	0
WYOMING	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	1	0
GUAM	4	0	1	0	0	0	0	0
NORTHERN MARIANAS	0	.	0	.	0	.	0	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	2	0	0	0	0	1
BUR. OF INDIAN AFFAIRS	1	2	0	1	0	0	1	0
U.S. AND OUTLYING AREAS	2,136	216	2,964	242	1,652	382	170	20
50 STATES, D.C., & P.R.	2,132	214	2,961	241	1,652	382	168	19

THE TOTAL FTE FOR THE U.S. AND OUTLYING AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE INDIVIDUAL STATES AND OUTLYING AREAS BECAUSE OF ROUNDING.

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AC2.SFW

Table AC2

Number of Special Education Teachers Employed and Needed to Serve Children with Disabilities Age 6-21

During the 1992-93 School Year

	TRAUMATIC -----BRAIN INJURY-----		CROSS -----CATEGORICAL------	
STATE	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	1	2	348	25
ALASKA	0	0	384	4
ARIZONA	0	0	1,482	29
ARKANSAS	2	0	0	0
CALIFORNIA	13	1	0	0
COLORADO	4	0	.	.
CONNECTICUT	.	.	996	5
DELAWARE	0	0	120	14
DISTRICT OF COLUMBIA	0	0	0	6
FLORIDA	.	.	3,783	395
GEORGIA	74	1	.	.
HAWAII	1	0	510	63
IDAHO	2	0	0	0
ILLINOIS	0	0	3,575	11
INDIANA	0	6	0	0
IOWA	0	0	2,216	302
KANSAS	.	.	1,147	11
KENTUCKY	2	5	.	.
LOUISIANA	0	0	1,026	184
MAINE	3	0	.	.
MARYLAND	6	0	1,856	56
MASSACHUSETTS	.	.	7,887	43
MICHIGAN	.	.	2,042	99
MINNESOTA	.	.	.	1
MISSISSIPPI	.	.	.	.
MISSOURI	.	0	.	0
MONTANA	3	0	0	157
NEBRASKA	0	0	1,503	0
NEVADA	5	0	60	1
NEW HAMPSHIRE	3	0	0	0
NEW JERSEY	5	0	4,123	28
NEW MEXICO	0	0	2,801	322
NEW YORK	0	.	11,501	3,089
NORTH CAROLINA	1	3	162	3
NORTH DAKOTA	.	.	.	.
OHIO	0	0	72	0
OKLAHOMA	1	0	0	0
OREGON	.	0	.	15
PENNSYLVANIA	68	1	0	0
PUERTO RICO	1	6	1,317	0
RHODE ISLAND	0	0	358	5
SOUTH CAROLINA	1	2	78	7
SOUTH DAKOTA	0	0	705	4
TENNESSEE	11	0	0	0
TEXAS	.	.	16,983	987
UTAH	0	0	1,163	24
VERMONT	2	0	10	3
VIRGINIA	2	0	328	18
WASHINGTON	0	0	3,911	22
WEST VIRGINIA	5	1	0	0
WISCONSIN	0	0	442	0
WYOMING	0	0	678	2
AMERICAN SAMOA	0	0	33	4
GUAM	0	1	115	9
NORTHERN MARIANAS	0	.	32	24
PALAU	.	.	.	.
VIRGIN ISLANDS	0	0	41	1
BUR. OF INDIAN AFFAIRS	0	0	64	64
U.S. AND OUTLYING AREAS	217	29	73,852	6,036
50 STATES, D.C., & P.R.	217	28	73,568	5,935

THE TOTAL FTE FOR THE U.S. AND OUTLYING AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE INDIVIDUAL STATES AND OUTLYING AREAS BECAUSE OF ROUNDING.

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AC2.SFW

Table AC3

School Staff Other Than Special Education Teachers Employed and Needed to Serve Children with Disabilities Age 3-21

During the 1992-93 School Year

	ALL STAFF		SCHOOL SOCIAL WORKERS		OCCUPATIONAL THERAPISTS		RECREATION THERAPISTS	
STATE	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	2,920	182	7	4	40	12	0	4
ALASKA	1,000	2	1	0	27	1	0	0
ARIZONA	4,462	171	91	1	49	19	1	1
ARKANSAS	1,691	70	7	0	23	13	1	0
CALIFORNIA	32,502	942	39	21	45	16	4	0
COLORADO	4,103	34	280	0	150	10	3	0
CONNECTICUT	5,276	90	398	16	122	3	1	.
DELAWARE	790	72	7	0	10	3	8	0
DISTRICT OF COLUMBIA	1,047	137	64	5	28	2	12	1
FLORIDA	13,302	497	308	31	184	45	5	0
GEORGIA	7,596	368	161	15	85	16	34	4
HAWAII	1,442	55	39	3	21	3	4	0
IDAHO	1,399	117	42	8	23	8	2	1
ILLINOIS	22,601	129	1,945	11	347	35	14	0
INDIANA	5,629	136	61	7	96	8	17	0
IOWA	4,111	40	203	0	51	1	9	0
KANSAS	4,902	62	177	4	72	13	0	0
KENTUCKY	3,288	213	22	10	26	28	1	0
LOUISIANA	8,276	395	240	13	89	41	1	4
MAINE	2,549	249	119	14	74	13	4	3
MARYLAND	6,513	104	162	5	137	7	25	0
MASSACHUSETTS	8,970	24	570	3	173	6	.	.
MICHIGAN	5,620	256	1,020	101	337	2	4	0
MINNESOTA	8,976	884	525	81	261	44	.	.
MISSISSIPPI	1,589	61	15	0	5	1	3	0
MISSOURI	4,959	15	64	0	94	0	.	0
MONTANA	1,178	233	11	3	13	5	0	0
NEBRASKA	1,749	12	17	0	20	1	0	0
NEVADA	972	45	1	0	10	3	6	0
NEW HAMPSHIRE	3,228	953	37	7	99	6	10	3
NEW JERSEY	17,539	352	1,381	18	160	18	16	1
NEW MEXICO	3,633	139	24	2	132	25	1	0
NEW YORK	24,073	1,389	0	.	361	.	2	.
NORTH CAROLINA	6,912	1,766	150	75	108	91	83	18
NORTH DAKOTA	995	77	51	5	15	1	.	.
OHIO	5,572	358	0	2	240	33	0	0
OKLAHOMA	2,986	100	23	2	51	13	8	0
OREGON	3,322	240	29	3	56	10	44	8
PENNSYLVANIA	10,401	78	202	2	162	2	9	0
PUERTO RICO	1,614	824	91	9	17	26	0	7
RHODE ISLAND	1,591	22	96	1	28	2	0	0
SOUTH CAROLINA	3,459	227	58	23	40	14	3	3
SOUTH DAKOTA	1,121	10	8	0	32	3	2	0
TENNESSEE	4,734	58	36	6	55	7	12	1
TEXAS	31,315	434	53	15	147	25	14	0
UTAH	2,241	123	44	2	22	11	2	1
VERMONT	1,889	14	9	0	11	1	0	1
VIRGINIA	9,092	859	389	55	178	45	1	1
WASHINGTON	4,487	129	51	1	174	29	0	0
WEST VIRGINIA	2,124	46	2	1	6	5	0	0
WISCONSIN	6,290	93	241	2	224	4	0	0
WYOMING	1,284	15	65	0	36	5	0	0
AMERICAN SAMOA	29	4	1	0	0	0	0	0
GUAM	330	18	6	0	2	5	4	0
NORTHERN MARIANAS	63	10	0	0	3	3	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	280	15	7	1	1	0	1	0
BUR. OF INDIAN AFFAIRS	408	156	9	2	3	12	20	45
U.S. AND OUTLYING AREAS	320,420	14,103	9,658	590	4,973	749	389	107
50 STATES, D.C., & P.R.	319,311	13,901	9,635	587	4,964	729	364	62

THE TOTAL FTE FOR THE U.S. AND OUTLYING AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE INDIVIDUAL STATES AND OUTLYING AREAS BECAUSE OF ROUNDING.

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994

SOURCE: AR_AC3.SFW

Table AC3

School Staff Other Than Special Education Teachers Employed and Needed to Serve Children with Disabilities Age 3-21

During the 1992-93 School Year

	PHYSICAL THERAPISTS		TEACHER AIDES		EDUCATION TEACHERS		SUPERVISORS/ ADMINISTRATORS	
STATE	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	33	13	1,685	68	82	4	169	12
ALASKA	25	0	722	0	11	0	19	0
ARIZONA	22	6	2,575	68	64	1	181	3
ARKANSAS	27	17	974	24	16	2	176	0
CALIFORNIA	16	9	23,825	541	783	30	779	25
COLORADO	41	4	2,402	9	58	0	142	0
CONNECTICUT	77	1	2,758	44	96	.	317	6
DELAWARE	9	0	346	54	54	4	44	1
DISTRICT OF COLUMBIA	11	1	327	66	46	5	114	5
FLORIDA	131	35	7,106	279	151	7	363	6
GEORGIA	86	13	4,629	200	53	7	397	10
HAWAII	30	2	529	22	6	1	19	0
IDAHO	15	7	925	40	13	3	72	1
ILLINOIS	205	31	12,451	2	138	1	795	2
INDIANA	82	4	3,298	37	22	2	282	21
IOWA	38	0	2,376	1	27	0	164	4
KANSAS	40	15	3,818	8	38	1	50	1
KENTUCKY	38	18	1,972	61	40	7	159	12
LOUISIANA	63	33	4,949	109	465	66	224	7
MAINE	44	6	1,677	132	16	5	162	18
MARYLAND	96	6	2,999	42	134	2	387	12
MASSACHUSETTS	107	4	5,580	.	106	0	349	1
MICHIGAN	189	1	2,155	10	84	7	575	74
MINNESOTA	110	21	5,638	439	291	22	216	17
MISSISSIPPI	14	3	740	17	28	0	181	5
MISSOURI	46	0	3,710	6	27	2	276	0
MONTANA	11	3	949	161	11	2	38	12
NEBRASKA	18	5	1,413	4	0	0	54	0
NEVADA	11	1	434	12	31	0	70	2
NEW HAMPSHIRE	35	2	1,880	522	20	2	153	16
NEW JERSEY	142	17	6,975	69	423	31	958	29
NEW MEXICO	69	14	1,654	57	0	2	90	1
NEW YORK	249	.	12,173	.	613	21	3,504	616
NORTH CAROLINA	100	73	4,268	591	39	52	385	30
NORTH DAKOTA	12	2	748	44	8	2	62	5
OHIO	215	32	3,090	140	121	10	450	13
OKLAHOMA	76	11	1,396	25	35	3	204	5
OREGON	16	2	1,689	120	31	13	134	0
PENNSYLVANIA	149	5	6,174	17	123	1	746	10
PUERTO RICO	11	23	665	0	85	15	93	107
RHODE ISLAND	25	1	749	3	119	0	57	5
SOUTH CAROLINA	34	14	2,023	87	79	8	167	10
SOUTH DAKOTA	24	3	637	1	20	0	97	0
TENNESSEE	52	6	2,754	14	25	1	151	4
TEXAS	83	5	11,312	256	142	0	679	0
UTAH	20	8	1,605	65	14	2	67	6
VERMONT	8	1	1,601	6	8	0	68	0
VIRGINIA	232	31	4,747	462	184	5	362	18
WASHINGTON	79	30	2,964	24	0	2	187	0
WEST VIRGINIA	23	3	1,224	30	10	0	84	1
WISCONSIN	174	18	3,836	6	274	6	236	43
WYOMING	20	2	844	0	15	1	63	0
AMERICAN SAMOA	0	0	3	0	0	0	2	0
GUAM	1	4	188	0	0	0	0	0
NORTHERN MARIANAS	0	3	50	2	0	0	2	1
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	2	1	96	5	2	1	12	1
BUR. OF INDIAN AFFAIRS	15	16	226	0	4	7	5	0
U.S. AND OUTLYING AREAS	3,504	583	178,532	5,000	5,283	364	15,791	1,176
50 STATES, D.C., & P.R.	3,486	559	177,969	4,993	5,278	356	15,770	1,174

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PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AC3.SFW

Table AC3

School Staff Other Than Special Education Teachers Employed and Needed to Serve Children with Disabilities Age 3-21

During the 1992-93 School Year

	OTHER PROFESSIONAL STAFF		PSYCHOLOGISTS		OTHER DIAGNOSTIC STAFF		AUDIOLOGISTS	
STATE	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	182	12	95	8	83	10	6	3
ALASKA	57	0	68	0	5	0	4	1
ARIZONA	133	7	407	17	59	0	12	1
ARKANSAS	76	1	10	1	99	3	4	0
CALIFORNIA	2,829	92	2,260	99	191	12	52	6
COLORADO	197	3	368	2	2	0	32	0
CONNECTICUT	363	0	580	11	58	.	14	0
DELAWARE	74	2	72	6	37	0	2	0
DISTRICT OF COLUMBIA	111	9	100	24	20	2	4	0
FLORIDA	1,390	38	589	16	164	0	39	3
GEORGIA	343	14	465	22	74	5	33	4
HAWAII	118	0	17	3	140	7	5	0
IDAHO	56	9	100	16	6	3	11	3
ILLINOIS	933	3	1,438	41	40	0	42	0
INDIANA	1,237	32	374	8	34	2	13	0
IOWA	465	16	320	16	23	0	55	0
KANSAS	107	1	374	14	13	0	18	1
KENTUCKY	163	12	142	22	40	10	16	0
LOUISIANA	239	19	268	18	377	26	17	5
MAINE	.	.	80	10	57	7	10	4
MARYLAND	514	6	254	2	219	9	24	0
MASSACHUSETTS	1,488	10	511	2	.	.	.	.
MICHIGAN	364	9	818	45	.	.	21	1
MINNESOTA	413	3	449	30	195	7	38	3
MISSISSIPPI	88	3	47	3	70	6	9	0
MISSOURI	181	4	16	1	433	2	13	0
MONTANA	12	4	110	21	0	1	2	3
NEBRASKA	0	0	137	2	0	0	7	1
NEVADA	30	0	125	0	65	0	4	0
NEW HAMPSHIRE	280	33	114	5	71	2	3	0
NEW JERSEY	2,525	47	1,110	33	1,372	23	14	0
NEW MEXICO	56	3	70	21	142	12	24	1
NEW YORK	4,358	451	2,802	301	0	.	10	.
NORTH CAROLINA	293	181	386	121	173	159	34	16
NORTH DAKOTA	22	.	31	8	.	.	3	2
OHIO	0	45	938	24	120	0	26	0
OKLAHOMA	556	15	84	4	79	4	10	1
OREGON	.	6	97	22	41	1	64	3
PENNSYLVANIA	538	10	791	4	80	1	26	0
PUERTO RICO	239	133	47	48	120	88	5	3
RHODE ISLAND	106	2	133	4	63	3	2	0
SOUTH CAROLINA	254	9	288	29	14	0	12	2
SOUTH DAKOTA	39	2	51	1	53	0	3	0
TENNESSEE	232	3	246	11	58	2	25	1
TEXAS	2,213	0	285	15	1,714	25	30	0
UTAH	38	3	279	17	7	0	27	0
VERMONT	38	2	32	2	7	0	2	0
VIRGINIA	420	17	447	51	91	5	25	2
WASHINGTON	96	0	525	17	0	5	0	1
WEST VIRGINIA	167	2	111	2	75	1	6	0
WISCONSIN	8	0	608	6	279	1	12	0
WYOMING	44	2	45	1	65	4	7	0
AMERICAN SAMOA	1	0	0	0	6	0	0	0
GUAM	48	0	9	0	27	9	1	0
NORTHERN MARIANAS	0	0	1	0	0	0	2	1
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	30	1	5	1	14	3	4	0
BUR. OF INDIAN AFFAIRS	12	10	9	9	4	9	2	11
U.S. AND OUTLYING AREAS	24,772	1,284	20,138	1,215	7,178	468	883	83
50 STATES, D.C., & P.R.	24,681	1,273	20,114	1,205	7,127	447	874	71

THE TOTAL FTE FOR THE U.S. AND OUTLYING AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE INDIVIDUAL STATES AND OUTLYING AREAS BECAUSE OF ROUNDING.

PLEASE SEE DATA NOTES FOR AN EXPLANATION OF INDIVIDUAL STATE DIFFERENCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AC3.SFW

Table AC3

School Staff Other Than Special Education Teachers Employed and Needed to Serve Children with Disabilities Age 3-21

During the 1992-93 School Year

STATE	WORK STUDY COORDINATORS		VOCATIONAL EDUCATION TEACHERS		COUNSELORS		SUPERVISORS/ ADMINISTRATORS (SEA)	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	12	5	131	7	96	8	4	1
ALASKA	2	0	27	0	8	0	1	0
ARIZONA	39	0	46	0	141	28	26	4
ARKANSAS	4	1	23	0	15	1	20	3
CALIFORNIA	53	11	275	18	272	31	44	4
COLORADO	52	0	18	0	1	0	5	0
CONNECTICUT	25	.	100	2	366	7	.	.
DELAWARE	13	1	43	1	48	0	5	0
DISTRICT OF COLUMBIA	15	0	38	3	37	3	2	5
FLORIDA	92	0	203	9	398	11	34	0
GEORGIA	29	6	120	7	48	9	24	1
HAWAII	16	6	32	6	414	0	6	2
IDAHO	13	3	26	5	35	10	5	1
ILLINOIS	.	.	172	0	823	1	77	3
INDIANA	29	2	66	10	18	3	0	0
IOWA	63	0	16	0	3	1	28	2
KANSAS	34	0	40	2	24	0	95	3
KENTUCKY	23	9	80	7	96	16	1	0
LOUISIANA	25	13	111	12	9	8	59	7
MAINE	8	7	20	5	53	5	15	1
MARYLAND	90	1	221	9	143	0	0	0
MASSACHUSETTS	.	.	67	0	19	0	.	.
MICHIGAN	48	1	0	0	.	.	5	5
MINNESOTA	160	49	154	19	.	2	18	2
MISSISSIPPI	6	1	72	2	58	1	37	14
MISSOURI	10	0	2	0	63	0	25	1
MONTANA	4	3	11	3	7	4	0	0
NEBRASKA	25	0	0	0	33	0	25	0
NEVADA	7	0	8	1	159	1	5	2
NEW HAMPSHIRE	10	2	34	6	131	4	11	2
NEW JERSEY	72	1	649	31	1,205	17	116	11
NEW MEXICO	0	0	0	0	24	1	3	0
NEW YORK	0	.	0	.	0	.	1	.
NORTH CAROLINA	55	128	24	36	395	61	38	10
NORTH DAKOTA	.	3	15	2	11	3	18	.
OHIO	229	8	143	6	0	4	0	0
OKLAHOMA	29	2	35	1	73	4	46	5
OREGON	4	7	40	7	68	35	23	3
PENNSYLVANIA	50	1	107	2	218	6	22	4
PUERTO RICO	0	0	161	35	8	0	19	30
RHODE ISLAND	14	0	13	0	82	0	12	1
SOUTH CAROLINA	30	5	79	14	92	5	5	0
SOUTH DAKOTA	10	0	40	0	40	0	5	1
TENNESSEE	9	1	26	0	36	2	23	0
TEXAS	63	70	272	23	417	0	43	0
UTAH	8	1	21	1	19	3	10	0
VERMONT	18	1	12	0	18	1	0	0
VIRGINIA	38	4	433	7	740	122	0	0
WASHINGTON	0	4	0	5	17	11	13	0
WEST VIRGINIA	25	1	31	0	6	0	18	0
WISCONSIN	0	0	218	0	140	6	38	0
WYOMING	0	0	0	1	65	0	8	0
AMERICAN SAMOA	3	1	2	0	0	0	1	0
GUAM	3	0	0	0	4	0	2	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	3	0	1	0	75	0	5	0
BUR. OF INDIAN AFFAIRS	0	0	6	12	30	15	18	2
U.S. AND OUTLYING AREAS	1,568	358	4,481	313	7,297	449	1,064	130
50 STATES, D.C., & P.R.	1,559	357	4,472	301	7,188	434	1,038	128

THE TOTAL FTE FOR THE U.S. AND OUTLYING AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE INDIVIDUAL STATES AND OUTLYING AREAS BECAUSE OF ROUNDING.

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DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AC3.SFW

Table AC3

School Staff Other Than Special Education Teachers Employed and Needed to Serve Children with Disabilities Age 3-21

During the 1992-93 School Year

STATE	NON-PROFESSIONAL STAFF EMPLOYED	NON-PROFESSIONAL STAFF NEEDED
ALABAMA	294	12
ALASKA	26	0
ARIZONA	615	12
ARKANSAS	217	4
CALIFORNIA	1,037	28
COLORADO	353	5
CONNECTICUT	.	.
DELAWARE	18	0
DISTRICT OF COLUMBIA	118	6
FLORIDA	2,147	18
GEORGIA	1,015	35
HAWAII	46	0
IDAHO	55	0
ILLINOIS	3,182	0
INDIANA	0	0
IOWA	269	0
KANSAS	.	.
KENTUCKY	469	3
LOUISIANA	1,142	15
MAINE	210	20
MARYLAND	1,110	4
MASSACHUSETTS	.	.
MICHIGAN	.	.
MINNESOTA	508	147
MISSISSIPPI	215	6
MISSOURI	.	0
MONTANA	0	8
NEBRASKA	0	0
NEVADA	7	23
NEW HAMPSHIRE	342	342
NEW JERSEY	422	8
NEW MEXICO	1,344	0
NEW YORK	0	.
NORTH CAROLINA	382	124
NORTH DAKOTA	.	1
OHIO	0	42
OKLAHOMA	280	5
OREGON	986	.
PENNSYLVANIA	1,004	13
PUERTO RICO	53	300
RHODE ISLAND	93	1
SOUTH CAROLINA	280	5
SOUTH DAKOTA	60	0
TENNESSEE	995	0
TEXAS	13,851	0
UTAH	60	2
VERMONT	58	0
VIRGINIA	805	35
WASHINGTON	382	0
WEST VIRGINIA	338	1
WISCONSIN	1	1
WYOMING	5	0
AMERICAN SAMOA	9	3
GUAM	35	0
NORTHERN MARIANAS	5	0
PALAU	.	.
VIRGIN ISLANDS	22	1
BUR. OF INDIAN AFFAIRS	45	6
U.S. AND OUTLYING AREAS	34,908	1,234
50 STATES, D.C., & P.R.	34,792	1,224

THE TOTAL FTE FOR THE U.S. AND OUTLYING AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE INDIVIDUAL STATES AND OUTLYING AREAS BECAUSE OF ROUNDING.

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DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AC3.SFW

Table AD1

Number of Students Age 14 and Older Exiting the Educational System During the 1992-93 School Year[a]

ALL DISABILITIES

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT[b]	STATUS UNKNOWN	RETURNED TO REGULAR EDUCATION*	DIED*
ALABAMA	1,213	1,859	81	.	.	372	32
ALASKA	106	4	3	.	.	109	4
ARIZONA	1,323	71	66	.	.	379	9
ARKANSAS	1,526	224	38	.	.	665	60
CALIFORNIA	6,848	2,710	777	.	.	7,278	146
COLORADO	1,222	75	75	671	41	.	.
CONNECTICUT	1,672	62	44	451	1,166	.	.
DELAWARE	91	50	2	.	.	93	2
DISTRICT OF COLUMBIA	76	34	16	50	18	.	.
FLORIDA	3,532	1,980	11	3,144	896	.	.
GEORGIA	953	1,494	29	.	.	1,106	27
HAWAII	340	219	8	.	.	77	0
IDAHO	331	71	8	227	444	.	.
ILLINOIS	7,112	287	372	3,494	214	.	.
INDIANA	2,658	393	196	.	.	610	24
IOWA	1,902	85	21	.	.	1,431	22
KANSAS	1,122	.	21	.	.	570	10
KENTUCKY	1,664	220	33	.	.	830	21
LOUISIANA	782	1,094	48	1,471	808	.	.
MAINE	767	59	18	265	90	.	.
MARYLAND	1,882	481	158	1,214	0	.	.
MASSACHUSETTS	4,723	.	300	.	.	2,738	151
MICHIGAN	3,237	331	335	.	.	3,429	101
MINNESOTA	2,612	0	73	.	.	888	16
MISSISSIPPI	344	1,161	53	631	170	.	.
MISSOURI	2,332	1,768	40	.	.	1,171	61
MONTANA	311	26	5	.	.	109	3
NEBRASKA	904	48	38	334	236	.	.
NEVADA	278	263	17	142	40	.	.
NEW HAMPSHIRE	790	197	75	775	240	.	.
NEW JERSEY	6,261	.	151	.	.	893	39
NEW MEXICO	1,148	94	4	938	382	.	.
NEW YORK	6,472	4,208	234	3,151	590	.	.
NORTH CAROLINA	2,108	1,009	128	.	.	2,644	33
NORTH DAKOTA	261	13	10	.	.	175	0
OHIO	6,007	265	102	1,543	699	.	.
OKLAHOMA	1,926	60	12	848	539	.	.
OREGON	781	154	41	457	3,402	.	.
PENNSYLVANIA	5,869	0	290	.	.	2,088	38
PUERTO RICO	265	233	281	184	0	.	.
RHODE ISLAND	811	0	29	491	41	.	.
SOUTH CAROLINA	551	906	131	863	464	.	.
SOUTH DAKOTA	340	21	55	.	.	417	24
TENNESSEE	1,669	804	335	1,323	483	.	.
TEXAS	4,752	9,544		4,294	.	.	.
UTAH	894	237	44	256	91	.	.
VERMONT	275	23	7	114	2	.	.
VIRGINIA	5,103	1,481	107	1,734	795	.	.
WASHINGTON	822	54	0	374	538	.	.
WEST VIRGINIA	1,623	158	54	.	.	120	15
WISCONSIN	2,800	158	79	.	.	802	31
WYOMING	300	6	25	.	.	157	3
AMERICAN SAMOA	7	2	0	.	.	11	2
GUAM	14	0	1	.	.	0	0
NORTHERN MARIANAS	0	4	0	.	.	0	0
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	.	.
BUR. OF INDIAN AFFAIRS	89	32	15	35	23	.	.
U.S. AND OUTLYING AREAS	103,801	34,732	5,096	NA[d]	NA[d]	NA[d]	NA[d]
50 STATES, D.C., & P.R.	103,691	34,694	5,080	NA[d]	NA[d]	NA[d]	NA[d]

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DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AD1.SFW

Table AD1

Number of Students Age 14 and Older Exiting the Educational System During the 1992-93 School Year[a]

ALL DISABILITIES

STATE	MOVED KNOWN TO CONTINUE*	MOVED, NOT KNOWN TO CONTINUE*	REVISED DROPPED OUT[c]*	TOTAL EXITING EDUCATIONAL SYSTEM	TOTAL EXITING SPECIAL EDUCATION*
ALABAMA	1,008	402	1,531	.	6,498
ALASKA	84	111	195	.	616
ARIZONA	821	308	1,000	.	3,977
ARKANSAS	1,694	408	789	.	5,404
CALIFORNIA	10,211	5,459	10,720	.	44,149
COLORADO	.	.	.	2,084	.
CONNECTICUT	.	.	.	3,395	.
DELAWARE	334	48	67	.	687
DISTRICT OF COLUMBIA	.	.	.	194	.
FLORIDA	.	.	.	9,563	.
GEORGIA	1,379	529	1,682	.	7,199
HAWAII	140	34	76	.	894
IDAHO	.	.	.	1,081	.
ILLINOIS	.	.	.	11,479	.
INDIANA	1,316	1,145	1,718	.	8,060
IOWA	42	706	1,372	.	5,581
KANSAS	1,317	263	470	.	3,773
KENTUCKY	1,010	278	1,564	.	5,620
LOUISIANA	.	.	.	4,203	.
MAINE	.	.	.	1,199	.
MARYLAND	.	.	.	3,735	.
MASSACHUSETTS	830	1,839	1,615	.	12,196
MICHIGAN	2,360	2,704	3,125	.	15,622
MINNESOTA	1,320	512	1,060	.	6,481
MISSISSIPPI	.	.	.	2,359	.
MISSOURI	1,342	1,637	2,292	.	10,643
MONTANA	304	75	202	.	1,035
NEBRASKA	.	.	.	1,560	.
NEVADA	.	.	.	740	.
NEW HAMPSHIRE	.	.	.	2,077	.
NEW JERSEY	3,412	948	3,113	.	14,817
NEW MEXICO	.	.	.	2,566	.
NEW YORK	.	.	.	14,655	.
NORTH CAROLINA	1,430	873	2,167	.	10,392
NORTH DAKOTA	83	67	67	.	676
OHIO	.	.	.	8,616	.
OKLAHOMA	.	.	.	3,385	.
OREGON	.	.	.	4,835	.
PENNSYLVANIA	1,976	5,408	1,068	.	16,737
PUERTO RICO	.	.	.	963	.
RHODE ISLAND	.	.	.	1,372	.
SOUTH CAROLINA	.	.	.	2,915	.
SOUTH DAKOTA	154	195	217	.	1,423
TENNESSEE	.	.	.	4,614	.
TEXAS	.	.	.	18,590	.
UTAH	.	.	.	1,522	.
VERMONT	.	.	.	421	.
VIRGINIA	.	.	.	9,220	.
WASHINGTON	.	.	.	1,788	.
WEST VIRGINIA	0	582	847	.	3,399
WISCONSIN	1,197	462	728	.	6,257
WYOMING	311	.	216	.	1,018
AMERICAN SAMOA	0	2	21	.	45
GUAM	0	37	81	.	133
NORTHERN MARIANAS	0	0	1	.	5
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	0	.
BUR. OF INDIAN AFFAIRS	.	.	.	194	.
U.S. AND OUTLYING AREAS	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]
50 STATES, D.C., & P.R.	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]

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DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AD1.SFW

Table AD1

Percentage (Based on Age 14-21 Child Count) of Students Age 14 and Older Exiting the Educational System During the 1992-93 School Year[a]

STATE	ALL DISABILITIES GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT[b]	STATUS UNKNOWN	RETURNED TO REGULAR EDUCATION*	DIED*
ALABAMA	4.05	6.21	0.27	.	.	1.24	0.11
ALASKA	2.60	0.10	0.07	.	.	2.67	0.10
ARIZONA	7.94	0.43	0.40	.	.	2.27	0.05
ARKANSAS	9.40	1.38	0.23	.	.	4.10	0.37
CALIFORNIA	5.30	2.10	0.60	.	.	5.64	0.11
COLORADO	6.93	0.43	0.43	3.81	0.23	.	.
CONNECTICUT	7.85	0.29	0.21	2.12	5.47	.	.
DELAWARE	2.70	1.48	0.06	.	.	2.76	0.06
DISTRICT OF COLUMBIA	3.21	1.44	0.68	2.12	0.76	.	.
FLORIDA	5.39	3.02	0.02	4.80	1.37	.	.
GEORGIA	3.37	5.28	0.10	.	.	3.91	0.10
HAWAII	8.44	5.43	0.20	.	.	1.91	0.00
IDAHO	6.53	1.40	0.16	4.48	8.75	.	.
ILLINOIS	10.45	0.42	0.55	5.13	0.31	.	.
INDIANA	7.95	1.18	0.59	.	.	1.83	0.07
IOWA	9.99	0.45	0.11	.	.	7.52	0.12
KANSAS	8.98	.	0.17	.	.	4.56	0.08
KENTUCKY	8.12	1.07	0.16	.	.	4.05	0.10
LOUISIANA	3.26	4.57	0.20	6.14	3.37	.	.
MAINE	9.18	0.71	0.22	3.17	1.08	.	.
MARYLAND	7.55	1.93	0.63	4.87	0.00	.	.
MASSACHUSETTS	9.94	.	0.63	.	.	5.76	0.32
MICHIGAN	5.89	0.60	0.61	.	.	6.24	0.18
MINNESOTA	10.89	0.00	0.30	.	.	3.70	0.07
MISSISSIPPI	1.82	6.14	0.28	3.34	0.90	.	.
MISSOURI	7.24	5.49	0.12	.	.	3.63	0.19
MONTANA	6.43	0.54	0.10	.	.	2.25	0.06
NEBRASKA	10.32	0.55	0.43	3.81	2.69	.	.
NEVADA	5.09	4.82	0.31	2.60	0.73	.	.
NEW HAMPSHIRE	11.33	2.82	1.08	11.11	3.44	.	.
NEW JERSEY	11.75	.	0.28	.	.	1.68	0.07
NEW MEXICO	9.93	0.81	0.03	8.11	3.30	.	.
NEW YORK	5.60	3.64	0.20	2.72	0.51	.	.
NORTH CAROLINA	6.62	3.17	0.40	.	.	8.30	0.10
NORTH DAKOTA	7.36	0.37	0.28	.	.	4.93	0.00
OHIO	9.62	0.42	0.16	2.47	1.12	.	.
OKLAHOMA	9.86	0.31	0.06	4.34	2.76	.	.
OREGON	4.82	0.95	0.25	2.82	21.01	.	.
PENNSYLVANIA	9.51	0.00	0.47	.	.	3.38	0.06
PUERTO RICO	2.08	1.83	2.21	1.44	0.00	.	.
RHODE ISLAND	12.36	0.00	0.44	7.48	0.63	.	.
SOUTH CAROLINA	2.86	4.69	0.68	4.47	2.40	.	.
SOUTH DAKOTA	9.68	0.60	1.57	.	.	11.88	0.68
TENNESSEE	5.00	2.41	1.00	3.96	1.45	.	.
TEXAS	4.21	8.46	.	3.81	.	.	.
UTAH	7.52	1.99	0.37	2.15	0.77	.	.
VERMONT	9.25	0.77	0.24	3.84	0.07	.	.
VIRGINIA	14.83	4.30	0.31	5.04	2.31	.	.
WASHINGTON	3.47	0.23	0.00	1.58	2.27	.	.
WEST VIRGINIA	11.47	1.12	0.38	.	.	0.85	0.11
WISCONSIN	10.08	0.57	0.28	.	.	2.89	0.11
WYOMING	9.74	0.19	0.81	.	.	5.10	0.10
AMERICAN SAMOA	5.74	1.64	0.00	.	.	9.02	1.64
GUAM	2.46	0.00	0.18	.	.	0.00	0.00
NORTHERN MARIANAS	0.00	3.92	0.00	.	.	0.00	0.00
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00	.	.
BUR. OF INDIAN AFFAIRS	4.47	1.61	0.75	1.76	1.15	.	.
U.S. AND OUTLYING AREAS	7.19	2.41	0.35	NA[d]	NA[d]	NA[d]	NA[d]
50 STATES, D.C., & P.R.	7.20	2.41	0.35	NA[d]	NA[d]	NA[d]	NA[d]

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Table AD1

Percentage (Based on Age 14-21 Child Count) of Students Age 14 and Older Exiting the Educational System During the 1992-93 School Year[a]

ALL DISABILITIES

STATE	MOVED KNOWN TO CONTINUE*	MOVED, NOT KNOWN TO CONTINUE*	REVISED DROPPED OUT[c]*	TOTAL EXITING EDUCATIONAL SYSTEM	TOTAL EXITING SPECIAL EDUCATION*
ALABAMA	3.36	1.34	5.11	.	21.69
ALASKA	2.06	2.72	4.78	.	15.09
ARIZONA	4.93	1.85	6.00	.	23.87
ARKANSAS	10.43	2.51	4.86	.	33.28
CALIFORNIA	7.91	4.23	8.30	.	34.20
COLORADO	.	.	.	11.82	.
CONNECTICUT	.	.	.	15.93	.
DELAWARE	9.91	1.42	1.99	.	20.37
DISTRICT OF COLUMBIA	.	.	.	8.21	.
FLORIDA	.	.	.	14.60	.
GEORGIA	4.87	1.87	5.94	.	25.44
HAWAII	3.47	0.84	1.89	.	22.18
IDAHO	.	.	.	21.31	.
ILLINOIS	.	.	.	16.87	.
INDIANA	3.94	3.43	5.14	.	24.12
IOWA	0.22	3.71	7.21	.	29.33
KANSAS	10.54	2.11	3.76	.	30.20
KENTUCKY	4.93	1.36	7.63	.	27.43
LOUISIANA	.	.	.	17.55	.
MAINE	.	.	.	14.35	.
MARYLAND	.	.	.	14.99	.
MASSACHUSETTS	1.75	3.87	3.40	.	25.67
MICHIGAN	4.30	4.92	5.69	.	28.44
MINNESOTA	5.50	2.13	4.42	.	27.02
MISSISSIPPI	.	.	.	12.47	.
MISSOURI	4.17	5.08	7.11	.	33.03
MONTANA	6.29	1.55	4.18	.	21.40
NEBRASKA	.	.	.	17.80	.
NEVADA	.	.	.	13.55	.
NEW HAMPSHIRE	.	.	.	29.78	.
NEW JERSEY	6.40	1.78	5.84	.	27.80
NEW MEXICO	.	.	.	22.19	.
NEW YORK	.	.	.	12.67	.
NORTH CAROLINA	4.49	2.74	6.80	.	32.63
NORTH DAKOTA	2.34	1.89	1.89	.	19.05
OHIO	.	.	.	13.80	.
OKLAHOMA	.	.	.	17.33	.
OREGON	.	.	.	29.86	.
PENNSYLVANIA	3.20	8.76	1.73	.	27.12
PUERTO RICO	.	.	.	7.56	.
RHODE ISLAND	.	.	.	20.91	.
SOUTH CAROLINA	.	.	.	15.11	.
SOUTH DAKOTA	4.39	5.55	6.18	.	40.53
TENNESSEE	.	.	.	13.82	.
TEXAS	.	.	.	16.49	.
UTAH	.	.	.	12.80	.
VERMONT	.	.	.	14.17	.
VIRGINIA	.	.	.	26.79	.
WASHINGTON	.	.	.	7.55	.
WEST VIRGINIA	0.00	4.11	5.99	.	24.02
WISCONSIN	4.31	1.66	2.62	.	22.52
WYOMING	10.10	.	7.01	.	33.05
AMERICAN SAMOA	0.00	1.64	17.21	.	36.89
GUAM	0.00	6.51	14.26	.	23.42
NORTHERN MARIANAS	0.00	0.00	0.98	.	4.90
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	0.00	.
BUR. OF INDIAN AFFAIRS	.	.	.	9.73	.
U.S. AND OUTLYING AREAS	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]
50 STATES, D.C., & P.R.	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]

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SOURCE: AR_AD1.SFW

Table AD1

Number of Students Age 14 and Older Exiting the Educational System During the 1992-93 School Year[a]

SPECIFIC LEARNING DISABILITIES

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT[b]	STATUS UNKNOWN	RETURNED TO REGULAR EDUCATION*	DIED*
ALABAMA	884	511	15			190	7
ALASKA	81	4	0			86	2
ARIZONA	958	20	3			279	1
ARKANSAS	1,042	107	10			555	35
CALIFORNIA	5,292	2,067	66			5,228	49
COLORADO	767	19	31	361	21		
CONNECTICUT	1,058	9	7	175	582		
DELAWARE	68	7	1			85	0
DISTRICT OF COLUMBIA	60	9	0	32	7		
FLORIDA	2,263	685	4	1,634	451		
GEORGIA	650	302	1			518	8
HAWAII	278	96	5			70	0
IDAHO	250	27	0	175	344		
ILLINOIS	4,554	27	12	1,734	60		
INDIANA	1,802	59	25			366	10
IOWA	1,098	14	3			817	7
KANSAS	650		2			339	3
KENTUCKY	825	16	0			451	8
LOUISIANA	587	538	3	939	467		
MAINE	443	12	2	125	33		
MARYLAND	1,337	124	54	782	0		
MASSACHUSETTS	2,774		176			1,609	97
MICHIGAN	2,177	131	17			1,837	22
MINNESOTA	1,328	0	5			481	2
MISSISSIPPI	288	690	1	480	140		
MISSOURI	1,556	1,120	8			514	20
MONTANA	227	11	0			77	1
NEBRASKA	567	12	0	205	108		
NEVADA	242	172	0	109	29		
NEW HAMPSHIRE	582	102	24	447	139		
NEW JERSEY	4,553		13			712	15
NEW MEXICO	644	33	1	542	239		
NEW YORK	5,227	2,490	62	1,897	455		
NORTH CAROLINA	1,343	194	9			1,826	9
NORTH DAKOTA	190	3	1			109	0
OHIO	3,184	70	3	596	238		
OKLAHOMA	1,234	29	1	569	324		
OREGON	552	64	2	323	1,574		
PENNSYLVANIA	3,524	0	53			896	12
PUERTO RICO	140	87	30	58	0		
RHODE ISLAND	630	0	0	144	34		
SOUTH CAROLINA	407	313	8	423	260		
SOUTH DAKOTA	258	9	0			307	18
TENNESSEE	1,313	364	53	985	284		
TEXAS	3,438	6,057		2,613			
UTAH	512	73	8	111	41		
VERMONT	141	8	2	37	0		
VIRGINIA	3,900	391	8	964	412		
WASHINGTON	501	24	0	239	316		
WEST VIRGINIA	1,109	17	0			58	2
WISCONSIN	1,552	18	6			325	8
WYOMING	211	2	0			114	2
AMERICAN SAMOA	0	0	0			0	0
GUAM	10	0	0			0	0
NORTHERN MARIANAS	0	1	0			0	0
PALAU							
VIRGIN ISLANDS	0	0	0	0	0		
BUR. OF INDIAN AFFAIRS	48	18	11	12	10		
U.S. AND OUTLYING AREAS	69,309	17,156	746	NA[d]	NA[d]	NA[d]	NA[d]
50 STATES, D.C., & P.R.	69,251	17,137	735	NA[d]	NA[d]	NA[d]	NA[d]

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[a] STATES WERE ALLOWED TO SELECT ONE OF TWO REPORTING FORMATS FOR EXITING. TWENTY-NINE STATES REPORTED ON THE FORM USED IN THE PAST AND 28 STATES REPORTED ON THE NEW FORM, WHICH WAS REQUIRED IN 1993-94. THE NEW FORM COLLECTED DATA IN THREE CATEGORIES THAT WERE THE SAME AS ON THE OLD FORM -- GRADUATED WITH DIPLOMA, GRADUATED THROUGH CERTIFICATION, REACHED MAXIMUM AGE -- AND SIX NEW CATEGORIES INDICATED BY ASTERISKS. TOTALS FOR THE THREE CATEGORIES THAT REMAINED THE SAME REFLECT ALL 58 STATES AND OUTLYING AREAS. SEE DATA NOTES FOR A LISTING OF STATES/OUTLYING AREAS AND THE FORM EACH STATE USED TO REPORT DATA, AS WELL AS EXPLANATIONS OF INDIVIDUAL STATE DIFFERENCES.

[b] 'DROPPED OUT' INCLUDES ONLY THOSE STUDENTS WHO FORMALLY WITHDREW FROM SCHOOL WITHOUT COMPLETING THE EDUCATION PROGRAM.

[c] 'DROPPED OUT' IS DEFINED AS THE TOTAL WHO WERE ENROLLED AT SOME POINT IN THE REPORTING YEAR, WERE NOT ENROLLED AT THE END OF THE REPORTING YEAR, AND DID NOT EXIT THROUGH ANY OF THE OTHER BASES DESCRIBED. THIS CATEGORY INCLUDES DROPOUTS, RUNAWAYS, GED RECIPIENTS, EXPULSIONS, STATUS UNKNOWN, AND OTHER EXITERS.

[d] NA INDICATES THAT NATIONAL TOTALS WERE NOT AVAILABLE BECAUSE THE CATEGORY DID NOT EXIST ON BOTH FORMS USED BY THE STATES.

DATA AS OF OCTOBER 1, 1994

SOURCE: AR_AD1.SFW

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Table AD1

Number of Students Age 14 and Older Exiting the Educational System During the 1992-93 School Year[a]

SPECIFIC LEARNING DISABILITIES

STATE	MOVED KNOWN TO CONTINUE*	MOVED, NOT KNOWN TO CONTINUE*	REVISED DROPPED OUT*[c]	TOTAL EXITING EDUCATIONAL SYSTEM	TOTAL EXITING SPECIAL EDUCATION*
ALABAMA	525	200	698	.	3,030
ALASKA	56	84	151	.	464
ARIZONA	520	207	719	.	2,707
ARKANSAS	1,239	288	536	.	3,812
CALIFORNIA	7,402	3,874	7,695	.	31,673
COLORADO	.	.	.	1,201	.
CONNECTICUT	.	.	.	1,831	.
DELAWARE	203	29	47	.	440
DISTRICT OF COLUMBIA	.	.	.	108	.
FLORIDA	.	.	.	5,037	.
GEORGIA	485	184	600	.	2,748
HAWAII	104	25	43	.	621
IDAHO	.	.	.	796	.
ILLINOIS	.	.	.	6,387	.
INDIANA	700	691	984	.	4,637
IOWA	6	353	588	.	2,906
KANSAS	572	108	255	.	1,929
KENTUCKY	455	121	701	.	2,577
LOUISIANA	.	.	.	2,534	.
MAINE	.	.	.	615	.
MARYLAND	.	.	.	2,297	.
MASSACHUSETTS	490	1,080	950	.	7,176
MICHIGAN	983	1,325	1,585	.	8,077
MINNESOTA	392	147	332	.	2,687
MISSISSIPPI	.	.	.	1,599	.
MISSOURI	638	1,010	1,288	.	6,154
MONTANA	201	49	143	.	709
NEBRASKA	.	.	.	892	.
NEVADA	.	.	.	552	.
NEW HAMPSHIRE	.	.	.	1,294	.
NEW JERSEY	2,171	500	1,886	.	9,850
NEW MEXICO	.	.	.	1,459	.
NEW YORK	.	.	.	10,131	.
NORTH CAROLINA	487	424	1,050	.	5,342
NORTH DAKOTA	42	53	42	.	440
OHIO	.	.	.	4,091	.
OKLAHOMA	.	.	.	2,157	.
OREGON	.	.	.	2,515	.
PENNSYLVANIA	948	2,399	520	.	8,352
PUERTO RICO	.	.	.	315	.
RHODE ISLAND	.	.	.	1,008	.
SOUTH CAROLINA	.	.	.	1,411	.
SOUTH DAKOTA	94	120	139	.	945
TENNESSEE	.	.	.	2,999	.
TEXAS	.	.	.	12,108	.
UTAH	.	.	.	745	.
VERMONT	.	.	.	188	.
VIRGINIA	.	.	.	5,675	.
WASHINGTON	.	.	.	1,080	.
WEST VIRGINIA	0	310	493	.	1,989
WISCONSIN	360	124	240	.	2,633
WYOMING	206	.	138	.	673
AMERICAN SAMOA	0	0	0	.	0
GUAM	0	27	70	.	107
NORTHERN MARIANAS	0	0	1	.	2
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	0	.
BUR. OF INDIAN AFFAIRS	.	.	.	99	.
U.S. AND OUTLYING AREAS	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]
50 STATES, D.C., & P.R.	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]

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DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AD1.SFW

Table AD1

Percentage (Based on Age 14-21 Child Count) of Students Age 14 and Older Exiting the Educational System During the 1992-93 School Year[a]

SPECIFIC LEARNING DISABILITIES

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT[b]	STATUS UNKNOWN	RETURNED TO REGULAR EDUCATION[*]	DIED[*]
ALABAMA	6.07	3.51	0.10			1.31	0.05
ALASKA	2.66	0.13	0.00			2.83	0.07
ARIZONA	8.38	0.17	0.03			2.44	0.01
ARKANSAS	9.65	0.99	0.09			5.14	0.32
CALIFORNIA	5.81	2.27	0.07			5.74	0.05
COLORADO	7.48	0.19	0.30	3.54	0.20		
CONNECTICUT	9.00	0.08	0.06	1.49	4.95		
DELAWARE	3.04	0.31	0.04			3.80	0.00
DISTRICT OF COLUMBIA	4.61	0.69	0.00	2.46	0.54		
FLORIDA	6.08	1.84	0.01	4.39	1.21		
GEORGIA	6.04	2.81	0.01			4.82	0.07
HAWAII	10.75	3.71	0.19			2.71	0.00
IDAHO	7.32	0.79	0.00	5.13	10.08		
ILLINOIS	11.39	0.07	0.03	4.34	0.15		
INDIANA	8.91	0.29	0.12			1.81	0.05
IOWA	10.78	0.14	0.03			8.22	0.07
KANSAS	9.37		0.03			4.88	0.04
KENTUCKY	8.43	0.16	0.00			4.61	0.08
LOUISIANA	4.15	3.80	0.02	6.64	3.30		
MAINE	9.86	0.27	0.04	2.78	0.73		
MARYLAND	8.52	0.79	0.34	4.99	0.00		
MASSACHUSETTS	9.14		0.58			5.30	0.32
MICHIGAN	7.21	0.43	0.06			6.08	0.07
MINNESOTA	11.60	0.00	0.04			4.20	0.02
MISSISSIPPI	2.06	4.94	0.01	3.44	1.00		
MISSOURI	7.45	5.37	0.04			2.46	0.10
MONTANA	6.91	0.34	0.00			2.35	0.03
NEBRASKA	11.67	0.25	0.00	4.22	2.22		
NEVADA	6.18	4.40	0.00	2.79	0.74		
NEW HAMPSHIRE	12.73	2.23	0.52	9.77	3.04		
NEW JERSEY	12.68		0.04			1.98	0.04
NEW MEXICO	9.83	0.50	0.02	8.27	3.65		
NEW YORK	7.06	3.37	0.08	2.56	0.61		
NORTH CAROLINA	7.96	1.15	0.05			10.82	0.05
NORTH DAKOTA	8.25	0.13	0.04			4.73	0.00
OHIO	10.30	0.23	0.01	1.93	0.77		
OKLAHOMA	9.68	0.23	0.01	4.46	2.54		
OREGON	5.35	0.62	0.02	3.13	15.25		
PENNSYLVANIA	9.81	0.00	0.15			2.50	0.03
PUERTO RICO	3.31	2.06	0.71	1.37	0.00		
RHODE ISLAND	13.58	0.00	0.00	7.42	0.73		
SOUTH CAROLINA	3.99	3.07	0.08	4.15	2.55		
SOUTH DAKOTA	11.14	0.39	0.00			13.26	0.78
TENNESSEE	5.96	1.65	0.24	4.47	1.29		
TEXAS	4.47	7.88		3.40			
UTAH	7.51	1.07	0.12	1.63	0.60		
VERMONT	9.18	0.52	0.13	2.41	8.00		
VIRGINIA	18.17	1.82	0.04	4.49	1.92		
WASHINGTON	3.51	0.17	0.00	1.67	2.21		
WEST VIRGINIA	12.66	0.19	0.00			0.66	0.02
WISCONSIN	12.81	0.15	0.05			2.68	0.07
WYOMING	10.73	0.10	0.00			5.80	0.10
AMERICAN SAMOA	0.00	0.00	0.00			0.00	0.00
GUAM	2.43	0.00	0.00			0.00	0.00
NORTHERN MARIANAS	0.00	1.61	0.00			0.00	0.00
PALAU							
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00		
BUR. OF INDIAN AFFAIRS	3.62	1.36	0.83	0.90	0.75		
U.S. AND OUTLYING AREAS	7.97	1.97	0.09	NA[d]	NA[d]	NA[d]	NA[d]
50 STATES, D.C., & P.R.	7.98	1.97	0.08	NA[d]	NA[d]	NA[d]	NA[d]

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DATA AS OF OCTOBER 1, 1994

SOURCE: AR_AD1.SFW

Table AD1

Percentage (Based on Age 14-21 Child Count) of Students Age 14 and Older Exiting the Educational System During the 1992-93 School Year[a]

SPECIFIC LEARNING DISABILITIES

STATE	MOVED KNOWN TO CONTINUE*	MOVED, NOT KNOWN TO CONTINUE*	REVISED DROPPED OUT[c]*	TOTAL EXITING EDUCATIONAL SYSTEM	TOTAL EXITING SPECIAL EDUCATION*
ALABAMA	3.61	1.37	4.79	.	20.81
ALASKA	1.84	2.76	4.97	.	15.26
ARIZONA	4.55	1.81	6.29	.	23.67
ARKANSAS	11.48	2.67	4.97	.	35.32
CALIFORNIA	8.13	4.26	8.45	.	34.79
COLORADO	.	.	.	11.71	.
CONNECTICUT	.	.	.	15.57	.
DELAWARE	9.08	1.30	2.10	.	19.68
DISTRICT OF COLUMBIA	.	.	.	8.29	
FLORIDA	.	.	.	13.53	.
GEORGIA	4.51	1.71	5.58	.	25.54
HAWAII	4.02	0.97	1.66	.	24.00
IDAHO	.	.	.	23.32	.
ILLINOIS	.	.	.	15.97	.
INDIANA	3.46	3.42	4.87	.	22.94
IOWA	0.06	3.46	5.77	.	28.52
KANSAS	8.24	1.56	3.67	.	27.80
KENTUCKY	4.65	1.24	7.17	.	26.35
LOUISIANA	.	.	.	17.92	.
MAINE	.		.	13.68	
MARYLAND	.	.	.	14.64	
MASSACHUSETTS	1.61	3.56	3.13	.	23.63
MICHIGAN	3.25	4.39	5.25	.	26.74
MINNESOTA	3.42	1.28	2.90	.	23.46
MISSISSIPPI	.	.	.	11.45	.
MISSOURI	3.06	4.84	6.17	.	29.48
MONTANA	6.12	1.49	4.36	.	21.60
NEBRASKA	.	.	.	18.36	.
NEVADA				14.11	
NEW HAMPSHIRE	.	.	.	28.30	.
NEW JERSEY	6.04	1.39	5.25	.	27.43
NEW MEXICO	.	.	.	22.27	.
NEW YORK	.	.	.	13.69	.
NORTH CAROLINA	2.89	2.51	6.22	.	31.67
NORTH DAKOTA	1.82	2.30	1.82	.	19.10
OHIO	.	.	.	13.24	.
OKLAHOMA	.	.	.	16.93	
OREGON	.	.	.	24.37	
PENNSYLVANIA	2.64	6.68	1.45	.	23.26
PUERTO RICO	.	.	.	7.45	.
RHODE ISLAND	.	.	.	21.73	
SOUTH CAROLINA	.	.	.	13.84	
SOUTH DAKOTA	4.06	5.18	6.00	.	40.82
TENNESSEE	.	.	.	13.60	
TEXAS	.	.	.	15.76	
UTAH	.	.		10.93	
VERMONT	.	.		12.24	
VIRGINIA	.	.		26.44	
WASHINGTON				7.56	
WEST VIRGINIA	0.00	3.54	5.63	.	22.70
WISCONSIN	2.97	1.02	1.98		21.73
WYOMING	10.47	.	7.02		34.21
AMERICAN SAMOA	0.00	0.00	0.00		0.00
GUAM	0.00	6.55	16.99		25.97
NORTHERN MARIANAS	0.00	0.00	1.61		3.23
PALAU	.				.
VIRGIN ISLANDS				0.00	
BUR. OF INDIAN AFFAIRS	.			7.46	
U.S. AND OUTLYING AREAS	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]
50 STATES, D.C., & P.R.	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]

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DATA AS OF OCTOBER 1, 1994

SOURCE: AR_AD1.SFW

374

Table AD1

Number of Students Age 14 and Older Exiting the Educational System During the 1992-93 School Year[a]

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT[b]	STATUS UNKNOWN	RETURNED TO REGULAR EDUCATION*	DIED*
ALABAMA	21	17	4	.	.	62	1
ALASKA	4	0	0	.	.	10	0
ARIZONA	28	2	3	.	.	57	0
ARKANSAS	8	4	0	.	.	48	1
CALIFORNIA	474	70	11	.	.	1,178	2
COLORADO	26	0	0	14	2	.	.
CONNECTICUT	38	0	0	5	45	.	.
DELAWARE	0	0	0	.	.	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	.	.
FLORIDA	166	22	0	107	28	.	.
GEORGIA	21	16	1	.	.	182	1
HAWAII	10	3	0	.	.	3	0
IDAHO	1	1	0	0	22		
ILLINOIS	143	0	1	33	6		
INDIANA	32	13	26	.	.	87	1
IOWA	11	0	0	.	.	113	1
KANSAS	8	.	0	.	.	69	0
KENTUCKY	24	1	0	.	.	193	0
LOUISIANA	39	43	0	77	117		
MAINE	37	2	0	5	2		
MARYLAND	127	18	3	125	0		
MASSACHUSETTS	842	.	53	.	.	487	26
MICHIGAN	71	31	0	.	.	374	4
MINNESOTA	120	0	0	.	.	151	0
MISSISSIPPI	20	12	0	4	1	.	.
MISSOURI	36	56	2	.	.	516	4
MONTANA	3	0	0	.	.	8	0
NEBRASKA	20	2	0	2	18	.	.
NEVADA	5	4	0	0	0	.	.
NEW HAMPSHIRE	46	7	2	30	15	.	.
NEW JERSEY	28	.	2	.	.	0	0
NEW MEXICO	235	4	0	139	44	.	.
NEW YORK	115	38	0	18	9	.	.
NORTH CAROLINA	56	4	1	.	.	323	0
NORTH DAKOTA	10	0	0	.	.	28	0
OHIO	67	10	1	7	18	.	.
OKLAHOMA	24	0	0	7	17		
OREGON	24	4	0	12	155		
PENNSYLVANIA	41	0	1	.	.	459	0
PUERTO RICO	6	3	2	4	0	.	.
RHODE ISLAND	11	0	0	6	0	.	.
SOUTH CAROLINA	21	15	2	7	6	.	.
SOUTH DAKOTA	5	4	0	.	.	41	0
TENNESSEE	77	24	0	38	30	.	.
TEXAS	171	74	.	193	.	.	.
UTAH	22	1	0	1	7	.	.
VERMONT	14	2	0	12	0	.	.
VIRGINIA	71	4	1	8	16	.	.
WASHINGTON	43	0	0	16	43	.	.
WEST VIRGINIA	20	3	0	.	.	13	0
WISCONSIN	54	0	0	.	.	108	0
WYOMING	17	0	0	.	.	22	0
AMERICAN SAMOA	0	0	0	.	.	0	0
GUAM	1	0	0	.	.	0	0
NORTHERN MARIANAS	0	0	0	.	.	0	0
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	.	.
BUR. OF INDIAN AFFAIRS	0	0	0	12	4	.	.
U.S. AND OUTLYING AREAS	3,516	514	116	NA[d]	NA[d]	NA[d]	NA[d]
50 STATES, D.C., & P.R.	3,515	514	116	NA[d]	NA[d]	NA[d]	NA[d]

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DATA AS OF OCTOBER 1, 1994

SOURCE: AR_AD1.SFW

Table AD1

Number of Students Age 14 and Older Exiting the Educational System During the 1992-93 School Year[a]

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	MOVED KNOWN TO CONTINUE*	MOVED, NOT KNOWN TO CONTINUE*	REVISED DROPPED OUT[c]*	TOTAL EXITING EDUCATIONAL SYSTEM	TOTAL EXITING SPECIAL EDUCATION*
ALABAMA	12	9	3	.	179
ALASKA	2	0	3	.	19
ARIZONA	30	20	24	.	164
ARKANSAS	10	2	4	.	77
CALIFORNIA	436	278	688	.	3,137
COLORADO	.	.	.	42	.
CONNECTICUT	.	.	.	88	.
DELAWARE	2	0	0	.	2
DISTRICT OF COLUMBIA	.	.	.	0	.
FLORIDA	.	.	.	323	.
GEORGIA	20	7	20	.	268
HAWAII	1	0	1	.	18
IDAHO	.	.	.	24	.
ILLINOIS	.	.	.	183	.
INDIANA	31	32	12	.	234
IOWA	0	10	6	.	141
KANSAS	4	5	3	.	89
KENTUCKY	21	3	17	.	259
LOUISIANA	.	.	.	276	.
MAINE	.	.	.	46	.
MARYLAND	.	.	.	273	.
MASSACHUSETTS	149	329	288	.	2,174
MICHIGAN	53	70	35	.	638
MINNESOTA	36	6	14	.	327
MISSISSIPPI	.	.	.	37	.
MISSOURI	32	92	58	.	796
MONTANA	5	2	1	.	19
NEBRASKA	.	.	.	42	.
NEVADA	.	.	.	9	.
NEW HAMPSHIRE	.	.	.	100	.
NEW JERSEY	21	0	12	.	63
NEW MEXICO	.	.	.	422	.
NEW YORK	.	.	.	180	.
NORTH CAROLINA	22	21	30	.	457
NORTH DAKOTA	0	4	1	.	43
OHIO	.	.	.	103	.
OKLAHOMA	.	.	.	48	.
OREGON	.	.	.	195	.
PENNSYLVANIA	47	215	11	.	774
PUERTO RICO	.	.	.	15	.
RHODE ISLAND	.	.	.	17	.
SOUTH CAROLINA	.	.	.	53	.
SOUTH DAKOTA	2	8	5	.	65
TENNESSEE	.	.	.	169	.
TEXAS	.	.	.	438	.
UTAH	.	.	.	31	.
VERMONT	.	.	.	28	.
VIRGINIA	.	.	.	100	.
WASHINGTON	.	.	.	102	.
WEST VIRGINIA	0	13	8	.	57
WISCONSIN	13	7	10	.	192
WYOMING	17	.	15	.	71
AMERICAN SAMOA	0	0	0	.	0
GUAM	0	0	0	.	1
NORTHERN MARIANAS	0	0	0	.	0
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	0	.
BUR. OF INDIAN AFFAIRS	.	.	.	16	.
U.S. AND OUTLYING AREAS	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]
50 STATES, D.C., & P.R.	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]

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DATA AS OF OCTOBER 1, 1994.

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Table AD1

Percentage (Based on Age 14-21 Child Count) of Students Age 14 and Older Exiting the Educational System During the 1992-93 School Year[a]

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT[b]	STATUS UNKNOWN	RETURNED TO REGULAR EDUCATION*	DIED*
ALABAMA	5.90	4.78	1.12	.	.	17.42	0.28
ALASKA	3.03	0.00	0.00	.	.	7.58	0.00
ARIZONA	11.91	0.85	1.28	.	.	24.26	0.00
ARKANSAS	3.74	1.87	0.00	.	.	22.43	0.47
CALIFORNIA	7.45	1.10	0.17	.	.	18.51	0.03
COLORADO	4.32	0.00	0.00	2.33	0.33	.	.
CONNECTICUT	6.17	0.00	0.00	0.81	7.31	.	.
DELAWARE	0.00	0.00	0.00	.	.	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00	0.00	.	.
FLORIDA	4.49	0.60	0.00	2.90	0.76	.	.
GEORGIA	3.76	2.87	0.18	.	.	32.62	0.18
HAWAII	14.71	4.41	0.00	.	.	4.41	0.00
IDAHO	1.43	1.43	0.00	0.00	31.43	.	.
ILLINOIS	7.76	0.00	0.05	1.79	0.33	.	.
INDIANA	4.40	1.79	3.58	.	.	11.97	0.14
IOWA	4.91	0.00	0.00	.	.	50.45	0.45
KANSAS	5.00	.	0.00	.	.	43.13	0.00
KENTUCKY	5.73	0.24	0.00	.	.	46.06	0.00
LOUISIANA	4.30	4.75	0.00	8.50	12.91	.	.
MAINE	7.39	0.40	0.00	1.00	0.40	.	.
MARYLAND	6.51	0.92	0.15	6.41	0.00	.	.
MASSACHUSETTS	24.47	.	1.54	.	.	14.15	0.76
MICHIGAN	6.32	2.76	0.00	.	.	33.27	0.36
MINNESOTA	20.34	0.00	0.00	.	.	25.59	0.00
MISSISSIPPI	3.64	2.19	0.00	0.73	0.18	.	.
MISSOURI	3.68	5.73	0.20	.	.	52.76	0.41
MONTANA	1.92	0.00	0.00	.	.	5.13	0.00
NEBRASKA	5.18	0.52	0.00	0.52	4.66	.	.
NEVADA	5.62	4.49	0.00	0.00	0.00	.	.
NEW HAMPSHIRE	8.80	1.34	0.38	5.74	2.87	.	.
NEW JERSEY	1.50	.	0.11	.	.	0.00	0.00
NEW MEXICO	11.96	0.20	0.00	7.07	2.24	.	.
NEW YORK	4.86	1.60	0.00	0.76	0.38	.	.
NORTH CAROLINA	10.24	0.73	0.18	.	.	59.05	0.00
NORTH DAKOTA	4.48	0.00	0.00	.	.	12.56	0.00
OHIO	5.18	0.77	0.08	0.54	1.39	.	.
OKLAHOMA	9.16	0.00	0.00	2.67	6.49	.	.
OREGON	2.65	0.44	0.00	1.33	17.15	.	.
PENNSYLVANIA	3.65	0.00	0.09	.	.	40.91	0.00
PUERTO RICO	3.61	1.81	1.20	2.41	0.00	.	.
RHODE ISLAND	6.11	0.00	0.00	3.33	0.00	.	.
SOUTH CAROLINA	7.35	4.79	0.64	2.24	1.92	.	.
SOUTH DAKOTA	7.81	6.25	0.00	.	.	64.06	0.00
TENNESSEE	5.54	1.73	0.00	2.73	2.16	.	.
TEXAS	8.99	3.89	.	10.14	.	.	.
UTAH	7.59	0.34	0.00	0.34	2.41	.	.
VERMONT	7.00	1.00	0.00	6.00	0.00	.	.
VIRGINIA	8.53	0.48	0.12	0.96	1.92	.	.
WASHINGTON	16.04	0.00	0.00	5.97	16.04	.	.
WEST VIRGINIA	6.80	1.02	0.00	.	.	4.42	0.00
WISCONSIN	7.01	0.00	0.00	.	.	14.03	0.00
WYOMING	6.69	0.00	0.00	.	.	8.66	0.00
AMERICAN SAMOA	0.00	0.00	0.00	.	.	0.00	0.00
GUAM	20.00	0.00	0.00	.	.	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	.	.	0.00	0.00
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00	.	.
BUR. OF INDIAN AFFAIRS	0.00	0.00	0.00	4.40	1.47	.	.
U.S. AND OUTLYING AREAS	7.76	1.13	0.26	NA[d]	NA[d]	NA[d]	NA[d]
50 STATES, D.C., & P.R.	7.81	1.14	0.26	NA[d]	NA[d]	NA[d]	NA[d]

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STATE	MOVED KNOWN TO CONTINUE*	MOVED, NOT KNOWN TO CONTINUE*	REVISED DROPPED OUT[c]*	TOTAL EXITING EDUCATIONAL SYSTEM	TOTAL EXITING SPECIAL EDUCATION*
ALABAMA	3.37	2.53	0.84	.	36.24
ALASKA	1.52	0.00	2.27	.	14.39
ARIZONA	12.77	8.51	10.21	.	69.79
ARKANSAS	4.67	0.93	1.87	.	35.98
CALIFORNIA	6.85	4.37	10.81	.	49.29
COLORADO	.	.	.	6.98	.
CONNECTICUT	.	.	.	14.29	.
DELAWARE	6.90	0.00	0.00	.	6.90
DISTRICT OF COLUMBIA	.	.	.	0.00	.
FLORIDA	.	.	.	8.74	.
GEORGIA	3.58	1.25	3.58	.	48.03
HAWAII	1.47	0.00	1.47	.	26.47
IDAHO	.	.	.	34.29	.
ILLINOIS	.	.	.	9.93	.
INDIANA	4.26	4.40	1.65	.	32.19
IOWA	0.00	4.46	2.68	.	62.95
KANSAS	2.50	3.13	1.88	.	55.63
KENTUCKY	5.01	0.72	4.06	.	61.81
LOUISIANA	.	.	.	30.46	.
MAINE	.	.	.	9.18	.
MARYLAND	.	.	.	14.00	.
MASSACHUSETTS	4.33	9.56	8.37	.	63.18
MICHIGAN	4.72	6.23	3.11	.	56.76
MINNESOTA	6.10	1.02	2.37	.	55.42
MISSISSIPPI	.	.	.	6.74	.
MISSOURI	3.27	9.41	5.93	.	81.39
MONTANA	3.21	1.28	0.64	.	12.18
NEBRASKA	.	.	.	10.88	.
NEVADA	.	.	.	10.11	.
NEW HAMPSHIRE	.	.	.	19.12	.
NEW JERSEY	1.13	0.00	0.64	.	3.38
NEW MEXICO	.	.	.	21.48	.
NEW YORK	.	.	.	7.60	.
NORTH CAROLINA	4.02	3.84	5.48	.	83.55
NORTH DAKOTA	0.00	1.79	0.45	.	19.28
OHIO	.	.	.	7.96	.
OKLAHOMA	.	.	.	18.32	.
OREGON	.	.	.	21.57	.
PENNSYLVANIA	4.19	19.16	0.98	.	68.98
PUERTO RICO	.	.	.	9.04	.
RHODE ISLAND	.	.	.	9.44	.
SOUTH CAROLINA	.	.	.	16.93	.
SOUTH DAKOTA	3.13	12.50	7.81	.	101.56
TENNESSEE	.	.	.	12.15	.
TEXAS	.	.	.	23.02	.
UTAH	.	.	.	10.69	.
VERMONT	.	.	.	14.00	.
VIRGINIA	.	.	.	12.02	.
WASHINGTON	.	.	.	38.06	.
WEST VIRGINIA	0.00	4.42	2.72	.	19.39
WISCONSIN	1.69	0.91	1.30	.	24.94
WYOMING	6.69	.	5.91	.	27.95
AMERICAN SAMOA	0.00	0.00	0.00	.	0.00
GUAM	0.00	0.00	0.00	.	20.00
NORTHERN MARIANAS	0.00	0.00	0.00	.	0.00
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	0.00	.
BUR. OF INDIAN AFFAIRS	.	.	.	5.86	.
U.S. AND OUTLYING AREAS	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]
50 STATES, D.C., & P.R.	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]

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MENTAL RETARDATION

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT[b]	STATUS UNKNOWN	RETURNED TO REGULAR EDUCATION*	DIED*
ALABAMA	132	1,219	38			73	15
ALASKA	5	0	2			0	0
ARIZONA	181	31	39			7	0
ARKANSAS	389	100	28			39	13
CALIFORNIA	170	263	476			39	45
COLORADO	93	25	20	23	2		
CONNECTICUT	90	35	17	22	42		
DELAWARE	6	37	1			0	1
DISTRICT OF COLUMBIA	5	20	12	9	8		
FLORIDA	271	903	7	421	101		
GEORGIA	89	992	21			89	14
HAWAII	3	82	3			1	0
IDAHO	50	38	5	32	41		
ILLINOIS	984	156	288	327	18		
INDIANA	548	268	105			53	7
IOWA	446	50	9			58	1
KANSAS	235		4			27	2
KENTUCKY	601	171	22			100	9
LOUISIANA	46	363	40	192	71		
MAINE	88	25	10	29	6		
MARYLAND	84	186	46	61	0		
MASSACHUSETTS	454		29			262	14
MICHIGAN	337	83	215			206	22
MINNESOTA	538	0	64			25	9
MISSISSIPPI	0	401	47	125	21		
MISSOURI	478	384	16			23	17
MONTANA	57	7	3			0	0
NEBRASKA	170	27	27	47	30		
NEVADA	6	61	12	12	2		
NEW HAMPSHIRE	27	28	18	21	8		
NEW JERSEY	194		44			34	0
NEW MEXICO	90	28	1	29	21		
NEW YORK	26	825	114	396	22		
NORTH CAROLINA	287	677	78			170	7
NORTH DAKOTA	44	10	8			5	0
OHIO	1,951	48	24	691	261		
OKLAHOMA	485	19	6	204	121		
OREGON	36	57	33	14	489		
PENNSYLVANIA	1,414	0	173			63	14
PUERTO RICO	59	122	163	99	0		
RHODE ISLAND	38	0	16	11	3		
SOUTH CAROLINA	36	513	113	240	122		
SOUTH DAKOTA	39	3	34			7	1
TENNESSEE	78	332	40	191	56		
TEXAS	29	1,540		109			
UTAH	92	80	12	20	8		
VERMONT	55	11	2	17	1		
VIRGINIA	423	903	73	274	119		
WASHINGTON	97	13	0	29	44		
WEST VIRGINIA	352	119	49			31	7
WISCONSIN	281	41	29			30	4
WYOMING	12	3	23			1	0
AMERICAN SAMOA	7	1	0			11	1
GUAM	2	0	1			0	0
NORTHERN MARIANAS	0	0	0			0	0
PALAU							
VIRGIN ISLANDS	0	0	0	0	0		
BUR. OF INDIAN AFFAIRS	8	5	1	4	0		
U.S. AND OUTLYING AREAS	12,718	11,305	2,662	NA[d]	NA[d]	NA	NA[d]
50 STATES, D.C., & P.R.	12,701	11,299	2,658	NA[d]	NA[d]	NA	NA[d]

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ALABAMA	305	113	621	.	2,516
ALASKA	1	4	2	.	14
ARIZONA	108	24	54	.	444
ARKANSAS	391	97	225	.	1,282
CALIFORNIA	643	261	417	.	2,314
COLORADO	.	.	.	163	.
CONNECTICUT	.	.	.	206	.
DELAWARE	20	4	11	.	80
DISTRICT OF COLUMBIA	.	.	.	54	.
FLORIDA	.	.	.	1,703	.
GEORGIA	366	119	485	.	2,175
HAWAII	10	4	4	.	107
IDAHO	.	.	.	166	.
ILLINOIS	.	.	.	1,773	.
INDIANA	249	217	364	.	1,811
IOWA	1	126	246	.	937
KANSAS	160	30	49	.	507
KENTUCKY	303	107	539	.	1,852
LOUISIANA	.	.	.	712	.
MAINE	.	.	.	158	.
MARYLAND	.	.	.	379	.
MASSACHUSETTS	80	177	155	.	1,171
MICHIGAN	317	282	301	.	1,763
MINNESOTA	130	30	88	.	884
MISSISSIPPI	.	.	.	594	.
MISSOURI	207	82	417	.	1,624
MONTANA	39	4	9	.	119
NEBRASKA	.	.	.	301	.
NEVADA	.	.	.	93	.
NEW HAMPSHIRE	.	.	.	102	.
NEW JERSEY	108	56	68	.	504
NEW MEXICO	.	.	.	169	.
NEW YORK	.	.	.	1,383	.
NORTH CAROLINA	413	168	450	.	2,250
NORTH DAKOTA	12	4	5	.	88
OHIO	.	.	.	2,977	.
OKLAHOMA	.	.	.	835	.
OREGON	.	.	.	629	.
PENNSYLVANIA	378	768	224	.	3,034
PUERTO RICO	.	.	.	443	.
RHODE ISLAND	.	.	.	68	.
SOUTH CAROLINA	.	.	.	1,024	.
SOUTH DAKOTA	15	20	31	.	150
TENNESSEE	.	.	.	697	.
TEXAS	.	.	.	1,678	.
UTAH	.	.	.	212	.
VERMONT	.	.	.	86	.
VIRGINIA	.	.	.	1,792	.
WASHINGTON	.	.	.	183	.
WEST VIRGINIA	0	117	225	.	900
WISCONSIN	66	33	47	.	530
WYOMING	20	.	3	.	62
AMERICAN SAMOA	0	2	21	.	43
GUAM	0	5	6	.	14
NORTHERN MARIANAS	0	0	0	.	0
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	0	.
BUR. OF INDIAN AFFAIRS	.	.	.	20	.
U.S. AND OUTLYING AREAS	NA[d]	NA[d]	NA[d]	NA	NA
50 STATES, D.C., & P.R.	NA[d]	NA[d]	NA[d]	NA	NA

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[d] NA INDICATES THAT NATIONAL TOTALS WERE NOT AVAILABLE BECAUSE THE CATEGORY DID NOT EXIST ON BOTH FORMS USED BY THE STATES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AD1.SFW

Table AD1

Percentage (Based on Age 14-21 Child Count) of Students Age 14 and Older Exiting the Educational System During the 1992-93 School Year[a]

MENTAL RETARDATION

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT[b]	STATUS UNKNOWN	RETURNED TO REGULAR EDUCATION*	DIED*
ALABAMA	1.14	10.49	0.33	.	.	0.63	0.13
ALASKA	2.25	0.00	0.90	.	.	0.00	0.00
ARIZONA	8.33	1.43	1.80	.	.	0.32	0.00
ARKANSAS	8.88	2.28	0.64	.	.	0.89	0.30
CALIFORNIA	1.46	2.26	4.09	.	.	0.34	0.39
COLORADO	7.25	1.95	1.56	1.79	0.16	.	.
CONNECTICUT	5.27	2.05	1.00	1.29	2.46	.	.
DELAWARE	1.28	7.87	0.21	.	.	0.00	0.21
DISTRICT OF COLUMBIA	0.87	3.47	2.08	1.56	1.39	.	.
FLORIDA	2.50	8.32	0.06	3.88	0.93	.	.
GEORGIA	0.92	10.25	0.22	.	.	0.92	0.14
HAWAII	0.56	15.24	0.56	.	.	0.19	0.00
IDAHO	5.00	3.80	0.50	3.20	4.10	.	.
ILLINOIS	9.88	1.57	2.89	3.28	0.18	.	.
INDIANA	6.76	3.30	1.29	.	.	0.65	0.09
IOWA	10.72	1.20	0.22	.	.	1.39	0.02
KANSAS	10.96	.	0.19	.	.	1.26	0.09
KENTUCKY	7.91	2.25	0.29	.	.	1.32	0.12
LOUISIANA	0.96	7.59	0.84	4.01	1.48	.	.
MAINE	10.73	3.05	1.22	3.54	0.73	.	.
MARYLAND	3.91	8.65	2.14	2.93	0.00	.	.
MASSACHUSETTS	7.83	.	0.50	.	.	4.52	0.24
MICHIGAN	3.23	0.80	2.06	.	.	1.98	0.21
MINNESOTA	12.99	0.00	1.54	.	.	0.60	0.22
MISSISSIPPI	0.00	11.42	1.34	3.56	0.60	.	.
MISSOURI	8.74	7.02	0.29	.	.	0.42	0.31
MONTANA	11.11	1.36	0.58	.	.	0.00	0.00
NEBRASKA	10.10	1.60	1.60	2.79	1.78	.	.
NEVADA	1.12	11.42	2.25	2.25	0.37	.	.
NEW HAMPSHIRE	6.73	6.98	4.49	5.24	2.00	.	.
NEW JERSEY	7.64	.	1.73	.	.	1.34	0.00
NEW MEXICO	10.25	3.19	0.11	3.30	2.39	.	.
NEW YORK	0.28	8.80	1.22	4.22	0.23	.	.
NORTH CAROLINA	3.53	8.34	0.96	.	.	2.09	0.09
NORTH DAKOTA	7.04	1.60	1.28	.	.	0.80	0.00
OHIO	10.73	0.26	0.13	3.81	1.44	.	.
OKLAHOMA	10.49	0.41	0.13	4.41	2.62	.	.
OREGON	2.10	3.33	1.93	0.82	28.56	.	.
PENNSYLVANIA	11.03	0.00	1.35	.	.	0.49	0.11
PUERTO RICO	0.87	1.81	2.42	1.47	0.00	.	.
RHODE ISLAND	8.23	0.00	3.46	2.38	0.65	.	.
SOUTH CAROLINA	0.61	8.64	1.90	4.04	2.05	.	.
SOUTH DAKOTA	6.40	0.49	5.58	.	.	1.15	0.16
TENNESSEE	1.36	5.78	0.70	3.33	0.97	.	.
TEXAS	0.27	14.40	.	1.02	.	.	.
UTAH	6.90	6.00	0.90	1.50	0.60	.	.
VERMONT	9.29	1.86	0.34	2.87	0.17	.	.
VIRGINIA	7.37	15.74	1.27	4.78	2.07	.	.
WASHINGTON	3.43	0.46	0.00	1.02	1.55	.	.
WEST VIRGINIA	9.90	3.35	1.38	.	.	0.87	0.20
WISCONSIN	11.51	1.68	1.15	.	.	1.23	0.16
WYOMING	4.36	1.09	8.36	.	.	0.36	0.00
AMERICAN SAMOA	22.58	3.23	0.00	.	.	35.48	3.23
GUAM	2.25	0.00	1.12	.	.	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	.	.	0.00	0.00
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00	.	.
BUR. OF INDIAN AFFAIRS	6.40	4.00	2.40	3.20	0.00	.	.
U.S. AND OUTLYING AREAS	5.42	4.81	1.13	NA[d]	NA[d]	NA[d]	NA[d]
50 STATES, D.C., & P.R.	5.42	4.82	1.13	NA[d]	NA[d]	NA[d]	NA[d]

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[d] NA INDICATES THAT NATIONAL TOTALS WERE NOT AVAILABLE BECAUSE THE CATEGORY DID NOT EXIST ON BOTH FORMS USED BY THE STATES.

DATA AS OF OCTOBER 1, 1994.

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Table AD1

Percentage (Based on Age 14-21 Child Count) of Students Age 14 and Older Exiting the Educational System During the 1992-93 School Year[a]

MENTAL RETARDATION

STATE	MOVED KNOWN TO CONTINUE*	MOVED, NOT KNOWN TO CONTINUE*	REVISED DROPPED OUT[c]*	TOTAL EXITING EDUCATIONAL SYSTEM	TOTAL EXITING SPECIAL EDUCATION*
ALABAMA	2.62	0.97	5.34		21.64
ALASKA	0.45	1.80	0.90		6.31
ARIZONA	4.97	1.10	2.49		20.44
ARKANSAS	8.92	2.21	5.13		29.26
CALIFORNIA	5.52	2.24	3.58		19.88
COLORADO				12.71	
CONNECTICUT				12.06	
DELAWARE	4.26	0.85	2.34		17.02
DISTRICT OF COLUMBIA				9.36	
FLORIDA				15.69	
GEORGIA	3.78	1.23	5.01		22.48
HAWAII	1.86	0.74	0.74		19.89
IDAHO				16.58	
ILLINOIS				17.80	
INDIANA	3.07	2.68	4.49		22.33
IOWA	0.02	3.03	5.91		22.52
KANSAS	7.46	1.40	2.29		23.65
KENTUCKY	3.99	1.41	7.09		24.36
LOUISIANA				14.88	
MAINE				19.27	
MARYLAND				17.63	
MASSACHUSETTS	1.38	3.05	2.67		20.21
MICHIGAN	3.04	2.70	2.89		18.90
MINNESOTA	3.14	0.72	2.12		21.34
MISSISSIPPI				16.92	
MISSOURI	3.78	1.50	7.62		24.68
MONTANA	7.60	0.78	1.75		23.20
NEBRASKA				17.88	
NEVADA				17.42	
NEW HAMPSHIRE				25.44	
NEW JERSEY	4.25	2.20	2.68		19.84
NEW MEXICO				19.25	
NEW YORK				14.75	
NORTH CAROLINA	5.09	2.07	5.54		27.71
NORTH DAKOTA	1.92	0.64	0.80		14.08
OHIO				16.37	
OKLAHOMA				18.05	
OREGON				16.74	
PENNSYLVANIA	2.95	5.99	1.75		23.68
PUERTO RICO				6.56	
RHODE ISLAND				14.72	
SOUTH CAROLINA				17.24	
SOUTH DAKOTA	2.46	3.28	5.09		24.63
TENNESSEE				12.13	
TEXAS				15.69	
UTAH				15.90	
VERMONT				14.51	
VIRGINIA				31.23	
WASHINGTON				6.47	
WEST VIRGINIA	0.00	3.29	6.33		25.32
WISCONSIN	2.70	1.35	1.92		21.70
WYOMING	7.27		1.09		22.55
AMERICAN SAMOA	0.00	6.45	67.74		118.71
GUAM	0.00	5.62	6.74		15.73
NORTHERN MARIANAS	0.00	0.00	0.00		0.00
PALAU					
VIRGIN ISLANDS				0.00	
BUR. OF INDIAN AFFAIRS				16.00	
U.S. AND OUTLYING AREAS	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]
50 STATES, D.C., & P.R.	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]

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BEST COPY AVAILABLE

Table AD1

Number of Students Age 14 and Older Exiting the Educational System During the 1992-93 School Year[a]

SERIOUS EMOTIONAL DISTURBANCE

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT[b]	STATUS UNKNOWN	RETURNED TO REGULAR EDUCATION*	DIED*
ALABAMA	82	49	0	.	.	37	0
ALASKA	7	0	1	.	.	6	1
ARIZONA	54	3	0	.	.	19	2
ARKANSAS	5	0	0	.	.	4	2
CALIFORNIA	297	95	25	.	.	281	2
COLORADO	199	8	4	238	14	.	.
CONNECTICUT	807	11	4	233	418	.	.
DELAWARE	13	0	0	.	.	5	0
DISTRICT OF COLUMBIA	8	0	1	9	2	.	.
FLORIDA	342	201	0	839	269	.	.
GEORGIA	135	134	1	.	.	290	3
HAWAII	30	13	0	.	.	2	0
IDAHO	2	0	2	9	21	.	.
ILLINOIS	1,083	89	53	1,319	128	.	.
INDIANA	154	11	7	.	.	88	2
IOWA	236	10	4	.	.	230	4
KANSAS	142	.	0	.	.	113	1
KENTUCKY	60	9	0	.	.	57	0
LOUISIANA	28	43	1	195	104	.	.
MAINE	128	4	0	93	46	.	.
MARYLAND	210	8	17	199	0	.	.
MASSACHUSETTS	384	.	24	.	.	223	12
MICHIGAN	412	68	15	.	.	884	16
MINNESOTA	470	0	2	.	.	193	3
MISSISSIPPI	10	4	0	5	0	.	.
MISSOURI	148	134	6	.	.	106	14
MONTANA	7	4	0	.	.	10	0
NEBRASKA	83	5	1	72	62	.	.
NEVADA	13	16	0	16	6	.	.
NEW HAMPSHIRE	94	39	12	248	64	.	.
NEW JERSEY	1,093	.	30	.	.	94	6
NEW MEXICO	101	7	0	204	67	.	.
NEW YORK	739	406	40	804	78	.	.
NORTH CAROLINA	181	30	13	.	.	231	3
NORTH DAKOTA	7	0	0	.	.	23	0
OHIO	222	18	3	165	144	.	.
OKLAHOMA	49	3	1	58	54	.	.
OREGON	32	8	2	49	349	.	.
PENNSYLVANIA	644	0	49	.	.	608	5
PUERTO RICO	4	0	9	9	0	.	.
RHODE ISLAND	80	0	3	117	4	.	.
SOUTH CAROLINA	28	40	1	166	62	.	.
SOUTH DAKOTA	15	1	2	.	.	35	3
TENNESSEE	31	15	231	61	76	.	.
TEXAS	567	791	.	753	.	.	.
UTAH	240	47	3	119	31	.	.
VERMONT	40	1	1	44	1	.	.
VIRGINIA	484	111	11	456	224	.	.
WASHINGTON	37	9	0	50	75	.	.
WEST VIRGINIA	82	7	0	.	.	11	4
WISCONSIN	448	20	3	.	.	265	9
WYOMING	27	0	1	.	.	14	1
AMERICAN SAMOA	0	0	0	.	.	0	0
GUAM	0	0	0	.	.	0	0
NORTHERN MARIANAS	0	0	0	.	.	0	0
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	.	.
BUR. OF INDIAN AFFAIRS	17	2	0	3	3	.	.
U.S. AND OUTLYING AREAS	10,411	2,474	583	NA[d]	NA[d]	NA[d]	NA[d]
50 STATES, D.C., & P.R.	10,394	2,472	583	NA[d]	NA[d]	NA[d]	NA[d]

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SERIOUS EMOTIONAL DISTURBANCE

STATE	MOVED KNOWN TO CONTINUE*	MOVED, NOT KNOWN TO CONTINUE*	REVISED DROPPED OUT[c]*	TOTAL EXITING EDUCATIONAL SYSTEM	TOTAL EXITING SPECIAL EDUCATION*
ALABAMA	145	75	175	.	563
ALASKA	15	14	32	.	76
ARIZONA	117	44	161	.	400
ARKANSAS	19	7	8	.	45
CALIFORNIA	1,010	743	1,292	.	3,745
COLORADO	.	.	.	463	.
CONNECTICUT	.	.	.	1,073	.
DELAWARE	99	15	8	.	140
DISTRICT OF COLUMBIA	.	.	.	20	.
FLORIDA	.	.	.	1,651	.
GEORGIA	466	212	558	.	1,799
HAWAII	20	4	25	.	94
IDAHO	.	.	.	34	.
ILLINOIS	.	.	.	2,672	.
INDIANA	302	182	328	.	1,074
IOWA	32	190	516	.	1,222
KANSAS	547	115	154	.	1,072
KENTUCKY	146	38	198	.	508
LOUISIANA	.	.	.	371	.
MAINE	.	.	.	271	.
MARYLAND	.	.	.	434	.
MASSACHUSETTS	67	150	130	.	990
MICHIGAN	853	938	1,114	.	4,300
MINNESOTA	708	320	602	.	2,298
MISSISSIPPI	.	.	.	19	.
MISSOURI	430	410	494	.	1,742
MONTANA	49	19	44	.	133
NEBRASKA	.	.	.	223	.
NEVADA	.	.	.	51	.
NEW HAMPSHIRE	.	.	.	457	.
NEW JERSEY	913	336	1,061	.	3,533
NEW MEXICO	.	.	.	379	.
NEW YORK	.	.	.	2,067	.
NORTH CAROLINA	408	206	543	.	1,615
NORTH DAKOTA	28	6	18	.	82
OHIO	.	.	.	552	.
OKLAHOMA	.	.	.	165	.
OREGON	.	.	.	440	.
PENNSYLVANIA	564	1,815	299	.	3,984
PUERTO RICO	.	.	.	22	.
RHODE ISLAND	.	.	.	204	.
SOUTH CAROLINA	.	.	.	297	.
SOUTH DAKOTA	34	41	36	.	167
TENNESSEE	.	.	.	414	.
TEXAS	.	.	.	2,111	.
UTAH	.	.	.	440	.
VERMONT	.	.	.	87	.
VIRGINIA	.	.	.	1,286	.
WASHINGTON	.	.	.	171	.
WEST VIRGINIA	0	119	117	.	360
WISCONSIN	512	209	357	.	1,823
WYOMING	46	.	54	.	143
AMERICAN SAMOA	0	0	0	.	0
GUAM	0	2	2	.	4
NORTHERN MARIANAS	0	0	0	.	0
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	0	.
BUR. OF INDIAN AFFAIRS	.	.	.	25	.
U.S. AND OUTLYING AREAS	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]
50 STATES, D.C., & P.R.	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]

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[d] NA INDICATES THAT NATIONAL TOTALS WERE NOT AVAILABLE BECAUSE THE CATEGORY DID NOT EXIST ON BOTH FORMS USED BY THE STATES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AD1.SFW

Table AD1

Percentage (Based on Age 14-21 Child Count) of Students Age 14 and Older Exiting the Educational System During the 1992-93 School Year[a]

SERIOUS EMOTIONAL DISTURBANCE

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT[b]	STATUS UNKNOWN	RETURNED TO REGULAR EDUCATION*	DIED*
ALABAMA	4.00	2.39	0.00	.	.	1.81	0.00
ALASKA	2.01	0.00	0.29	.	.	1.72	0.29
ARIZONA	3.65	0.20	0.00	.	.	1.29	0.14
ARKANSAS	3.91	0.00	0.00	.	.	3.13	1.56
CALIFORNIA	4.06	1.30	0.34	.	.	3.84	0.03
COLORADO	5.44	0.22	0.11	6.51	0.38	.	.
CONNECTICUT	6.81	0.18	0.07	3.90	6.99	.	.
DELAWARE	3.32	0.00	0.00	.	.	1.28	0.00
DISTRICT OF COLUMBIA	2.17	0.00	0.27	2.45	0.54	.	.
FLORIDA	3.28	1.93	0.00	8.04	2.58	.	.
GEORGIA	2.21	2.19	0.02	.	.	4.75	0.05
HAWAII	6.09	2.64	0.00	.	.	0.41	0.00
IDAHO	1.28	0.00	1.28	5.77	13.46	.	.
ILLINOIS	8.32	0.68	0.41	10.13	0.98	.	.
INDIANA	5.04	0.36	0.23	.	.	2.88	0.07
IOWA	6.56	0.28	0.11	.	.	6.39	0.11
KANSAS	6.98	.	0.00	.	.	5.56	0.05
KENTUCKY	3.95	0.59	0.00	.	.	3.75	0.00
LOUISIANA	1.38	2.11	0.05	9.58	5.11	.	.
MAINE	7.01	0.22	0.00	5.09	2.52	.	.
MARYLAND	8.02	0.31	0.65	7.60	0.00	.	.
MASSACHUSETTS	7.53	.	0.47	.	.	4.37	0.24
MICHIGAN	4.82	0.80	0.18	.	.	10.35	0.19
MINNESOTA	7.26	0.00	0.03	.	.	2.98	0.05
MISSISSIPPI	9.52	3.81	0.00	4.76	0.00	.	.
MISSOURI	3.94	3.57	0.16	.	.	2.82	0.37
MONTANA	1.46	0.83	0.00	.	.	2.08	0.00
NEBRASKA	7.79	0.47	0.09	6.76	5.82	.	.
NEVADA	2.69	3.31	0.00	3.31	1.24	.	.
NEW HAMPSHIRE	9.37	3.89	1.20	24.73	6.38	.	.
NEW JERSEY	12.62	.	0.35	.	.	1.09	0.07
NEW MEXICO	7.23	0.50	0.00	14.61	4.80	.	.
NEW YORK	3.60	1.98	0.19	3.92	0.38	.	.
NORTH CAROLINA	4.88	0.81	0.35	.	.	6.23	0.08
NORTH DAKOTA	2.71	0.00	0.00	.	.	8.91	0.00
OHIO	5.25	0.43	0.07	3.90	3.40	.	.
OKLAHOMA	5.82	0.36	0.12	6.89	6.41	.	.
OREGON	1.84	0.46	0.11	2.81	20.03	.	.
PENNSYLVANIA	7.49	0.00	0.57	.	.	7.08	0.06
PUERTO RICO	1.59	0.00	3.57	3.57	0.00	.	.
RHODE ISLAND	8.58	0.00	0.32	12.55	0.43	.	.
SOUTH CAROLINA	1.44	2.06	0.05	8.53	3.19	.	.
SOUTH DAKOTA	7.28	0.49	0.97	.	.	16.99	1.46
TENNESSEE	2.48	1.20	18.49	4.88	6.08	.	.
TEXAS	4.21	5.87	.	5.59	.	.	.
UTAH	11.05	2.16	0.14	5.48	1.43	.	.
VERMONT	8.73	0.22	0.22	9.61	0.22	.	.
VIRGINIA	10.25	2.35	0.23	9.66	4.74	.	.
WASHINGTON	1.77	0.43	0.00	2.39	3.59	.	.
WEST VIRGINIA	7.21	0.62	0.00	.	.	0.97	0.35
WISCONSIN	7.05	0.31	0.05	.	.	4.17	0.14
WYOMING	7.71	0.00	0.29	.	.	4.00	0.29
AMERICAN SAMOA	0.00	0.00	0.00	.	.	0.00	0.00
GUAM	0.00	0.00	0.00	.	.	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00	.	.
BUR. OF INDIAN AFFAIRS	10.43	1.23	0.00	1.84	1.84	.	.
U.S. AND OUTLYING AREAS	5.75	1.37	0.32	NA[d]	NA[d]	NA[d]	NA[d]
50 STATES, D.C., & P.R.	5.75	1.37	0.32	NA[d]	NA[d]	NA[d]	NA[d]

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DATA AS OF OCTOBER 1, 1994.

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BEST COPY AVAILABLE

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Percentage (Based on Age 14-21 Child Count) of Students Age 14 and Older Exiting the Educational System During the 1992-93 School Year[a]

SERIOUS EMOTIONAL DISTURBANCE

STATE	MOVED KNOWN TO CONTINUE*	MOVED, NOT KNOWN TO CONTINUE*	REVISED DROPPED OUT*[c]	TOTAL EXITING EDUCATIONAL SYSTEM	TOTAL EXITING SPECIAL EDUCATION*
ALABAMA	7.08	3.66	8.54	.	27.49
ALASKA	4.30	4.01	9.17	.	21.78
ARIZONA	7.92	2.98	10.89	.	27.06
ARKANSAS	14.84	5.47	6.25	.	35.16
CALIFORNIA	13.80	10.15	17.65	.	51.15
COLORADO	.	.	.	12.66	.
CONNECTICUT	.	.	.	17.96	.
DELAWARE	25.32	3.84	2.05	.	35.81
DISTRICT OF COLUMBIA	.	.	.	5.43	.
FLORIDA	.	.	.	15.82	.
GEORGIA	7.63	3.47	9.14	.	29.47
HAWAII	4.06	0.81	5.07	.	19.07
IDAHO	.	.	.	21.79	.
ILLINOIS	.	.	.	20.53	.
INDIANA	9.89	5.96	10.74	.	35.17
IOWA	0.89	5.28	14.35	.	33.97
KANSAS	26.91	5.66	7.58	.	52.73
KENTUCKY	9.61	2.50	13.03	.	33.42
LOUISIANA	.	.	.	18.23	.
MAINE	.	.	.	14.83	.
MARYLAND	.	.	.	16.58	.
MASSACHUSETTS	1.31	2.94	2.55	.	19.41
MICHIGAN	9.99	10.98	13.05	.	50.36
MINNESOTA	10.94	4.95	9.30	.	35.52
MISSISSIPPI	.	.	.	18.10	.
MISSOURI	11.45	10.92	13.16	.	46.40
MONTANA	10.19	3.95	9.15	.	27.65
NEBRASKA	.	.	.	20.94	.
NEVADA	.	.	.	10.54	.
NEW HAMPSHIRE	.	.	.	45.56	.
NEW JERSEY	10.54	3.88	12.25	.	40.78
NEW MEXICO	.	.	.	27.15	.
NEW YORK	.	.	.	10.07	.
NORTH CAROLINA	11.00	5.56	14.64	.	43.55
NORTH DAKOTA	10.85	2.33	6.98	.	31.78
OHIO	.	.	.	13.05	.
OKLAHOMA	.	.	.	19.60	.
OREGON	.	.	.	25.26	.
PENNSYLVANIA	6.56	21.12	3.48	.	46.36
PUERTO RICO	.	.	.	8.73	.
RHODE ISLAND	.	.	.	21.89	.
SOUTH CAROLINA	.	.	.	15.26	.
SOUTH DAKOTA	16.50	19.90	17.48	.	81.07
TENNESSEE	.	.	.	33.15	.
TEXAS	.	.	.	15.66	.
UTAH	.	.	.	20.27	.
VERMONT	.	.	.	19.00	.
VIRGINIA	.	.	.	27.24	.
WASHINGTON	.	.	.	8.18	.
WEST VIRGINIA	0.00	12.23	10.29	.	31.66
WISCONSIN	8.06	3.29	5.62	.	28.69
WYOMING	13.14	.	15.43	.	40.86
AMERICAN SAMOA	0.00	0.00	0.00	.	0.00
GUAM	0.00	15.38	15.38	.	30.77
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	0.00	.
BUR. OF INDIAN AFFAIRS	.	.	.	15.34	.
U.S. AND OUTLYING AREAS	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]
50 STATES, D.C., & P.R.	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]

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Table AD1

Number of Students Age 14 and Older Exiting the Educational System During the 1992-93 School Year[a]

MULTIPLE DISABILITIES

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT[b]	STATUS UNKNOWN	RETURNED TO REGULAR EDUCATION*	DIED*
ALABAMA	3	32	19	.	.	0	6
ALASKA	2	0	0	.	.	0	1
ARIZONA	23	11	15	.	.	1	2
ARKANSAS	15	4	0	.	.	2	3
CALIFORNIA	34	38	77	.	.	9	9
COLORADO	55	21	14	22	0	.	.
CONNECTICUT	18	5	10	5	20	.	.
DELAWARE	0	0	0	.	.	0	0
DISTRICT OF COLUMBIA	0	0	3	0	0	.	.
FLORIDA	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.
HAWAII	0	6	0	.	.	0	0
IDAHO	2	2	1	1	1	.	.
ILLINOIS	0	0	0	0	0	.	.
INDIANA	5	21	21	.	.	2	1
IOWA	19	11	4	.	.	2	3
KANSAS	11	.	15	.	.	2	3
KENTUCKY	5	17	8	.	.	0	1
LOUISIANA	1	15	1	6	1	.	.
MAINE	31	14	5	5	2	.	.
MARYLAND	34	88	29	36	0	.	.
MASSACHUSETTS	91	.	6	.	.	53	2
MICHIGAN	3	6	59	.	.	14	24
MINNESOTA	0	0	0	.	.	0	0
MISSISSIPPI	0	5	4	0	3	.	.
MISSOURI	2	3	2	.	.	0	0
MONTANA	1	0	0	.	.	0	0
NEBRASKA	1	1	9	0	5	.	.
NEVADA	1	3	4	0	0	.	.
NEW HAMPSHIRE	2	5	12	0	4	.	.
NEW JERSEY	215	.	60	.	.	8	6
NEW MEXICO	10	17	2	5	2	.	.
NEW YORK	37	253	12	24	6	.	.
NORTH CAROLINA	8	30	22	.	.	6	3
NORTH DAKOTA	0	0	0	.	.	0	0
OHIO	225	109	69	23	17	.	.
OKLAHOMA	58	5	1	3	15	.	.
OREGON	72	3	0	41	154	.	.
PENNSYLVANIA	22	0	1	.	.	1	2
PUERTO RICO	2	0	55	8	0	.	.
RHODE ISLAND	5	0	0	0	0	.	.
SOUTH CAROLINA	0	2	2	1	0	.	.
SOUTH DAKOTA	4	4	16	.	.	2	0
TENNESSEE	6	30	10	7	5	.	.
TEXAS	7	223	.	47	.	.	.
UTAH	3	27	20	2	2	.	.
VERMONT	2	0	1	1	0	.	.
VIRGINIA	23	22	12	6	8	.	.
WASHINGTON	25	2	0	3	11	.	.
WEST VIRGINIA	0	0	0	.	.	0	0
WISCONSIN	402	76	41	.	.	60	7
WYOMING	.	.	.	.	.	.	.
AMERICAN SAMOA	0	0	0	.	.	0	0
GUAM	0	0	0	.	.	0	0
NORTHERN MARIANAS	0	1	0	.	.	0	0
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	.	.
BUR. OF INDIAN AFFAIRS	9	4	0	2	5	.	.
U.S. AND OUTLYING AREAS	1,494	1,116	642	NA[d]	NA[d]	NA[d]	NA[d]
50 STATES, D.C., & P.R.	1,485	1,111	642	NA[d]	NA[d]	NA[d]	NA[d]

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MULTIPLE DISABILITIES

STATE	MOVED KNOWN TO CONTINUE*	MOVED, NOT KNOWN TO CONTINUE*	REVISED DROPPED OUT*[c]	TOTAL EXITING EDUCATIONAL SYSTEM	TOTAL EXITING SPECIAL EDUCATION*
ALABAMA	6	1	5	.	72
ALASKA	3	3	4	.	13
ARIZONA	18	6	17	.	93
ARKANSAS	9	2	1	.	36
CALIFORNIA	122	63	79	.	431
COLORADO	.	.	.	112	.
CONNECTICUT	.	.	.	58	.
DELAWARE	0	0	0	.	0
DISTRICT OF COLUMBIA	.	.	.	3	.
FLORIDA	.	.	.	.	.
GEORGIA	.	.	.	.	.
HAWAII	0	0	0	.	6
IDAHO	.	.	.	7	.
ILLINOIS	.	.	.	0	.
INDIANA	3	6	10	.	69
IOWA	0	6	5	.	50
KANSAS	3	3	0	.	37
KENTUCKY	10	3	10	.	54
LOUISIANA	.	.	.	24	.
MAINE	.	.	.	57	.
MARYLAND	.	.	.	187	.
MASSACHUSETTS	16	35	31	.	234
MICHIGAN	45	22	9	.	182
MINNESOTA	0	0	0	.	0
MISSISSIPPI	.	.	.	12	.
MISSOURI	4	4	2	.	17
MONTANA	0	0	0	.	1
NEBRASKA	.	.	.	16	.
NEVADA	.	.	.	8	.
NEW HAMPSHIRE	.	.	.	23	.
NEW JERSEY	167	24	64	.	544
NEW MEXICO	.	.	.	36	.
NEW YORK	.	.	.	332	.
NORTH CAROLINA	11	10	8	.	98
NORTH DAKOTA	0	0	0	.	0
OHIO	.	.	.	443	.
OKLAHOMA	.	.	.	82	.
OREGON	.	.	.	270	.
PENNSYLVANIA	3	27	0	.	56
PUERTO RICO	.	.	.	65	.
RHODE ISLAND	.	.	.	5	.
SOUTH CAROLINA	.	.	.	5	.
SOUTH DAKOTA	2	2	4	.	34
TENNESSEE	.	.	.	58	.
TEXAS	.	.	.	277	.
UTAH	.	.	.	54	.
VERMONT	.	.	.	4	.
VIRGINIA	.	.	.	71	.
WASHINGTON	.	.	.	41	.
WEST VIRGINIA	0	0	0	.	0
WISCONSIN	234	79	74	.	973
WYOMING	.	.	.	.	.
AMERICAN SAMOA	0	0	0	.	0
GUAM	0	0	0	.	0
NORTHERN MARIANAS	0	0	0	.	1
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	0	.
BUR. OF INDIAN AFFAIRS	.	.	.	20	.
U.S. AND OUTLYING AREAS	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]
50 STATES, D.C., & P.R.	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]

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[d] NA INDICATES THAT NATIONAL TOTALS WERE NOT AVAILABLE BECAUSE THE CATEGORY DID NOT EXIST ON BOTH FORMS USED BY THE STATES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AD1.SFW

Table AD1

Percentage (Based on Age 14-21 Child Count) of Students Age 14 and Older Exiting the Educational System During the 1992-93 School Year[a]

MULTIPLE DISABILITIES

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT[b]	STATUS UNKNOWN	RETURNED TO REGULAR EDUCATION*	DIED*
ALABAMA	0.75	7.98	4.74	.	.	0.00	1.50
ALASKA	1.04	0.00	0.00	.	.	0.00	0.52
ARIZONA	5.10	2.44	3.33	.	.	0.22	0.44
ARKANSAS	6.41	1.71	0.00	.	.	0.85	1.28
CALIFORNIA	1.42	1.59	3.22	.	.	0.38	0.38
COLORADO	4.85	1.85	1.23	1.94	0.00	.	.
CONNECTICUT	3.99	1.11	2.22	1.11	4.43	.	.
DELAWARE	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	0.00	0.00	42.86	0.00	0.00	.	.
FLORIDA	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.
HAWAII	0.00	8.22	0.00	.	.	0.00	0.00
IDAHO	2.41	2.41	1.20	1.20	1.20	.	.
ILLINOIS	.	.	.	.	.	.	.
INDIANA	1.71	7.17	7.17	.	.	0.68	0.34
IOWA	7.76	4.49	1.63	.	.	0.82	1.22
KANSAS	1.85	.	2.53	.	.	0.34	0.51
KENTUCKY	1.26	4.28	2.02	.	.	0.00	0.25
LOUISIANA	0.29	4.30	0.29	1.72	0.29	.	.
MAINE	7.56	3.41	1.22	1.22	0.49	.	.
MARYLAND	2.37	6.13	2.02	2.51	0.00	.	.
MASSACHUSETTS	8.29	.	0.55	.	.	4.83	0.18
MICHIGAN	0.26	0.52	5.12	.	.	1.22	2.08
MINNESOTA	.	.	.	.	.	.	.
MISSISSIPPI	0.00	3.82	3.05	0.00	2.29	.	.
MISSOURI	1.38	2.07	1.38	.	.	0.00	0.00
MONTANA	0.94	0.00	0.00	.	.	0.00	0.00
NEBRASKA	0.67	0.67	6.04	0.00	3.36	.	.
NEVADA	0.88	2.63	3.51	0.00	0.00	.	.
NEW HAMPSHIRE	1.90	4.76	11.43	0.00	3.81	.	.
NEW JERSEY	7.20	.	2.01	.	.	0.27	0.20
NEW MEXICO	4.08	6.94	0.82	2.04	0.82	.	.
NEW YORK	0.82	5.63	0.27	0.53	0.13	.	.
NORTH CAROLINA	1.72	6.44	4.72	.	.	1.29	0.64
NORTH DAKOTA	.	.	.	.	.	.	.
OHIO	4.85	2.35	1.49	0.50	0.37	.	.
OKLAHOMA	11.18	0.96	0.19	0.58	2.89	.	.
OREGON	.	.	.	.	.	.	.
PENNSYLVANIA	5.57	0.00	0.25	.	.	0.25	0.51
PUERTO RICO	0.44	0.00	12.06	1.75	0.00	.	.
RHODE ISLAND	14.71	0.00	0.00	0.00	0.00	.	.
SOUTH CAROLINA	0.00	1.49	1.49	0.75	0.00	.	.
SOUTH DAKOTA	2.78	2.78	11.11	.	.	1.39	0.00
TENNESSEE	0.87	4.34	1.45	1.01	0.72	.	.
TEXAS	0.56	17.85	.	3.76	.	.	.
UTAH	0.50	4.48	3.32	0.33	0.33	.	.
VERMONT	4.88	0.00	2.44	2.44	0.00	.	.
VIRGINIA	4.83	4.62	2.52	1.26	1.68	.	.
WASHINGTON	2.59	0.21	0.00	0.31	1.14	.	.
WEST VIRGINIA	.	.	.	.	.	.	.
WISCONSIN	7.17	1.36	0.73	.	.	1.07	0.12
WYOMING	.	.	.	.	.	.	.
AMERICAN SAMOA	0.00	0.00	0.00	.	.	0.00	0.00
GUAM	0.00	0.00	0.00	.	.	0.00	0.00
NORTHERN MARIANAS	0.00	3.57	0.00	.	.	0.00	0.00
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00	.	.
BUR. OF INDIAN AFFAIRS	18.00	8.00	0.00	4.00	10.00	.	.
U.S. AND OUTLYING AREAS	4.10	3.06	1.76	NA[d]	NA[d]	NA[d]	NA[d]
50 STATES, D.C., & P.R.	4.09	3.06	1.77	NA[d]	NA[d]	NA[d]	NA[d]

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Percentage (Based on Age 14-21 Child Count) of Students Age 14 and Older Exiting the Educational System During the 1992-93 School Year[a]

MULTIPLE DISABILITIES

STATE	MOVED KNOWN TO CONTINUE*	MOVED, NOT KNOWN TO CONTINUE*	REVISED DROPPED OUT*	TOTAL EXITING EDUCATIONAL SYSTEM	TOTAL EXITING SPECIAL EDUCATION*
ALABAMA	1.50	0.25	1.25		17.96
ALASKA	1.55	1.55	2.07		6.74
ARIZONA	3.99	1.13	3.77		20.62
ARKANSAS	3.85	0.85	0.41		15.38
CALIFORNIA	5.10	2.61	3.10		18.02
COLORADO				9.87	
CONNECTICUT				12.86	
DELAWARE					
DISTRICT OF COLUMBIA				42.86	
FLORIDA					
GEORGIA					
HAWAII	0.00	0.00	0.00		8.22
IDAHO				8.43	
ILLINOIS					
INDIANA	1.02	2.05	3.41		23.55
IOWA	0.00	2.45	2.04		20.41
KANSAS	0.51	0.51	0.00		6.23
KENTUCKY	2.52	0.76	2.52		13.60
LOUISIANA				6.88	
MAINE				13.90	
MARYLAND				13.02	
MASSACHUSETTS	1.46	1.19	2.82		21.31
MICHIGAN	3.91	1.91	0.78		15.80
MINNESOTA					
MISSISSIPPI				9.16	
MISSOURI	2.76	2.76	1.38		11.72
MONTANA	0.00	0.00	0.00		0.94
NEBRASKA				10.74	
NEVADA				7.02	
NEW HAMPSHIRE				21.90	
NEW JERSEY	5.59	5.80	2.14		18.22
NEW MEXICO				14.69	
NEW YORK				7.39	
NORTH CAROLINA	2.18	2.15	1.72		21.03
NORTH DAKOTA					
OHIO				9.55	
OKLAHOMA				15.80	
OREGON					
PENNSYLVANIA	0.76	6.84	0.00		14.18
PUERTO RICO				14.25	
RHODE ISLAND				14.71	
SOUTH CAROLINA				3.73	
SOUTH DAKOTA	1.39	1.39	2.78		23.61
TENNESSEE				8.39	
TEXAS				22.18	
UTAH				8.96	
VERMONT				9.76	
VIRGINIA				14.92	
WASHINGTON				4.24	
WEST VIRGINIA					
WISCONSIN	4.18	1.41	1.32		17.36
WYOMING					
AMERICAN SAMOA	0.00	0.00	0.00		0.00
GUAM	0.00	0.00	0.00		0.00
NORTHERN MARIANAS	0.00	0.00	0.00		3.57
PALAU					
VIRGIN ISLANDS				0.00	
BUR. OF INDIAN AFFAIRS				40.00	
U.S. AND OUTLYING AREAS	NA	NA	NA	NA	NA
50 STATES, D.C., & P.R.	NA	NA	NA	NA	NA

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DATA AS OF OCTOBER 1, 1994

SOURCE: AR_AD1.SFW

Table AD1

Number of Students Age 14 and Older Exiting the Educational System During the 1992-93 School Year[a]

HEARING IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT[b]	STATUS UNKNOWN	RETURNED TO REGULAR EDUCATION*	DIED*
ALABAMA	15	14	0			0	2
ALASKA	1	0	0			3	0
ARIZONA	34	0	0			3	1
ARKANSAS	37	2	0			2	2
CALIFORNIA	199	67	10			42	1
COLORADO	37	1	0	5	1		
CONNECTICUT	38	0	1	0	12		
DELAWARE	0	1	0			1	0
DISTRICT OF COLUMBIA	0	1	0	0	0		
FLORIDA	52	69	0	9	9		
GEORGIA	22	20	0			5	0
HAWAII	11	2	0			1	0
IDAHO	8	1	0	0	1		
ILLINOIS	125	2	3	28	0		
INDIANA	65	2	0			4	0
IOWA	54	0	1			127	0
KANSAS	26		0			7	0
KENTUCKY	19	3	0			2	1
LOUISIANA	20	30	0	14	7		
MAINE	12	1	0	5	0		
MARYLAND	27	1	1	2	0		
MASSACHUSETTS	48		3			28	0
MICHIGAN	88	1	2			37	1
MINNESOTA	44	0	0			7	0
MISSISSIPPI	11	24	0	9	2		
MISSOURI	42	24	0			4	0
MONTANA	1	2	0			1	0
NEBRASKA	18	0	0	3	3		
NEVADA	2	5	1	2	0		
NEW HAMPSHIRE	11	4	2	6	1		
NEW JERSEY	56		0			12	0
NEW MEXICO	15	1	0	5	3		
NEW YORK	92	95	6	6	7		
NORTH CAROLINA	73	27	0			30	0
NORTH DAKOTA	5	0	0			4	0
OHIO	94	2	2	9	8		
OKLAHOMA	33	1	3	2	1		
OREGON	20	6	0	5	232		
PENNSYLVANIA	110	0	0			33	0
PUERTO RICO	10	17	3	2	0		
RHODE ISLAND	11	0	0	2	0		
SOUTH CAROLINA	24	9	0	5	5		
SOUTH DAKOTA	10	0	2			23	0
TENNESSEE	37	16	0	9	3		
TEXAS	42	188		19			
UTAH	7	1	0	1	0		
VERMONT	15	0	0	1	0		
VIRGINIA	95	14	0	12	3		
WASHINGTON	25	0	0	8	6		
WEST VIRGINIA	12	2	1			2	0
WISCONSIN	10	1	0			4	1
WYOMING	8	0	0			4	0
AMERICAN SAMOA	0	0	0			0	1
GUAM	1	0	0			0	0
NORTHERN MARIANAS	0	2	0			0	0
PALAU							
VIRGIN ISLANDS	0	0	0	0	0		
BUR. OF INDIAN AFFAIRS	2	1	0	0	0		
U.S. AND OUTLYING AREAS	1,851	660	41	NA[c]	NA[c]	NA[c]	NA[c]
50 STATES, D.C., & P.R.	1,848	657	41	NA[c]	NA[c]	NA[c]	NA[c]

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HEARING IMPAIRMENTS

STATE	MOVED KNOWN TO CONTINUE*	MOVED, NOT KNOWN TO CONTINUE*	REVISED DROPPED OUT[c]*	TOTAL EXITING EDUCATIONAL SYSTEM	TOTAL EXITING SPECIAL EDUCATION*
ALABAMA	7	1	7	.	46
ALASKA	0	4	1	.	9
ARIZONA	6	2	9	.	55
ARKANSAS	7	1	2	.	53
CALIFORNIA	190	54	121	.	684
COLORADO	.	.	.	44	.
CONNECTICUT	.	.	.	31	.
DELAWARE	4	0	1	.	7
DISTRICT OF COLUMBIA	.	.	.	1	.
FLORIDA	.	.	.	139	.
GEORGIA	10	1	6	.	64
HAWAII	2	0	1	.	17
IDAHO	.	.	.	7	.
ILLINOIS	.	.	.	158	.
INDIANA	16	4	6	.	97
IOWA	2	9	6	.	199
KANSAS	14	0	2	.	49
KENTUCKY	4	0	5	.	34
LOUISIANA	.	.	.	71	.
MAINE	.	.	.	18	.
MARYLAND	.	.	.	31	.
MASSACHUSETTS	8	19	16	.	122
MICHIGAN	27	19	21	.	196
MINNESOTA	8	1	12	.	72
MISSISSIPPI	.	.	.	46	.
MISSOURI	7	12	6	.	95
MONTANA	2	0	3	.	9
NEBRASKA	.	.	.	24	.
NEVADA	.	.	.	10	.
NEW HAMPSHIRE	.	.	.	24	.
NEW JERSEY	8	4	0	.	80
NEW MEXICO	.	.	.	24	.
NEW YORK	.	.	.	206	.
NORTH CAROLINA	39	15	15	.	199
NORTH DAKOTA	1	0	0	.	10
OHIO	.	.	.	115	.
OKLAHOMA	.	.	.	40	.
OREGON	.	.	.	263	.
PENNSYLVANIA	10	89	6	.	248
PUERTO RICO	.	.	.	32	.
RHODE ISLAND	.	.	.	13	.
SOUTH CAROLINA	.	.	.	43	.
SOUTH DAKOTA	3	3	0	.	41
TENNESSEE	.	.	.	65	.
TEXAS	.	.	.	249	.
UTAH	.	.	.	9	.
VERMONT	.	.	.	16	.
VIRGINIA	.	.	.	124	.
WASHINGTON	.	.	.	39	.
WEST VIRGINIA	0	1	2	.	20
WISCONSIN	2	2	0	.	20
WYOMING	5	.	1	.	18
AMERICAN SAMOA	0	0	0	.	1
GUAM	0	1	0	.	2
NORTHERN MARIANAS	0	0	0	.	2
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	0	.
BUR. OF INDIAN AFFAIRS	.	.	.	3	.
U.S. AND OUTLYING AREAS	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]
50 STATES, D.C., & P.R.	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]

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STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT[c]	STATUS UNKNOWN	RETURNED TO REGULAR EDUCATION*	DIED*
ALABAMA	4.11	3.84	0.00	.	.	0.00	0.55
ALASKA	2.17	0.00	0.00	.	.	6.52	0.00
ARIZONA	8.95	0.00	0.00	.	.	0.79	0.26
ARKANSAS	20.79	1.12	0.00	.	.	1.12	1.12
CALIFORNIA	7.79	2.62	0.39	.	.	1.65	0.04
COLORADO	12.94	0.35	0.00	1.75	0.35	.	.
CONNECTICUT	7.73	0.00	0.43	0.00	5.15	.	.
DELAWARE	0.00	1.59	0.00	.	.	1.59	0.00
DISTRICT OF COLUMBIA	0.00	10.00	0.00	0.00	0.00	.	.
FLORIDA	10.28	13.64	0.00	1.78	1.78	.	.
GEORGIA	5.16	4.69	0.00	.	.	1.17	0.00
HAWAII	11.70	2.13	0.00	.	.	1.06	0.00
IDAHO	4.39	0.88	0.00	0.00	0.88	.	.
ILLINOIS	12.43	0.20	0.30	2.78	0.00	.	.
INDIANA	16.17	0.50	0.00	.	.	1.00	0.00
IOWA	21.09	0.00	0.39	.	.	49.61	0.00
KANSAS	13.83	.	0.00	.	.	3.72	0.00
KENTUCKY	6.11	0.96	0.00	.	.	0.64	0.32
LOUISIANA	4.10	6.15	0.00	2.87	1.43	.	.
MAINE	12.77	1.06	0.00	5.32	0.00	.	.
MARYLAND	6.99	0.26	0.26	0.52	0.00	.	.
MASSACHUSETTS	9.80	.	0.61	.	.	5.71	0.00
MICHIGAN	9.11	0.10	0.21	.	.	3.83	0.10
MINNESOTA	9.15	0.00	0.00	.	.	1.46	0.00
MISSISSIPPI	5.00	10.91	0.00	4.09	0.91	.	.
MISSOURI	11.80	6.74	0.00	.	.	1.12	0.00
MONTANA	1.11	2.22	0.00	.	.	1.11	0.00
NEBRASKA	9.28	0.00	0.00	1.55	1.55	.	.
NEVADA	4.08	10.20	2.04	4.08	0.00	.	.
NEW HAMPSHIRE	13.75	5.00	2.50	7.50	1.25	.	.
NEW JERSEY	12.15	.	0.00	.	.	2.60	0.00
NEW MEXICO	9.43	0.63	0.00	3.14	1.89	.	.
NEW YORK	5.22	5.39	0.34	0.34	0.40	.	.
NORTH CAROLINA	11.57	4.28	0.00	.	.	4.75	0.00
NORTH DAKOTA	13.51	0.00	0.00	.	.	10.81	0.00
OHIO	12.27	0.26	0.26	1.17	1.04	.	.
OKLAHOMA	12.64	0.38	1.15	0.77	0.38	.	.
OREGON	3.91	1.17	0.00	0.98	45.40	.	.
PENNSYLVANIA	11.76	0.00	0.00	.	.	3.53	0.00
PUERTO RICO	3.32	5.65	1.00	0.66	0.00	.	.
RHODE ISLAND	16.42	0.00	0.00	2.99	0.00	.	.
SOUTH CAROLINA	8.28	3.10	0.00	1.72	1.72	.	.
SOUTH DAKOTA	18.52	0.00	3.70	.	.	42.59	0.00
TENNESSEE	7.66	3.31	0.00	1.86	0.62	.	.
TEXAS	2.40	10.73	.	1.08	.	.	.
UTAH	3.55	0.51	0.00	0.51	0.00	.	.
VERMONT	29.41	0.00	0.00	1.96	0.00	.	.
VIRGINIA	23.63	3.48	0.00	2.99	0.75	.	.
WASHINGTON	4.39	0.00	0.00	1.41	1.05	.	.
WEST VIRGINIA	8.57	1.43	0.71	.	.	1.43	0.00
WISCONSIN	9.71	0.97	0.00	.	.	3.88	0.97
WYOMING	14.81	0.00	0.00	.	.	7.41	0.00
AMERICAN SAMOA	0.00	0.00	0.00	.	.	0.00	25.00
GUAM	12.50	0.00	0.00	.	.	0.00	0.00
NORTHERN MARIANAS	0.00	33.33	0.00	.	.	0.00	0.00
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00	.	.
BUR. OF INDIAN AFFAIRS	18.18	9.09	0.00	0.00	0.00	.	.
U.S. AND OUTLYING AREAS	8.67	3.09	0.19	NA[d]	NA[d]	NA[d]	NA[d]
50 STATES, D.C., & P.R.	8.68	3.08	0.19	NA[d]	NA[d]	NA[d]	NA[d]

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[a] STATES WERE ALLOWED TO SELECT ONE OF TWO REPORTING FORMATS FOR EXITING. TWENTY-NINE STATES REPORTED ON THE FORM USED IN THE PAST AND 28 STATES REPORTED ON THE NEW FORM, WHICH WAS REQUIRED IN 1993-94. THE NEW FORM COLLECTED DATA IN THREE CATEGORIES THAT WERE THE SAME AS ON THE OLD FORM -- GRADUATED WITH DIPLOMA, GRADUATED THROUGH CERTIFICATION, REACHED MAXIMUM AGE -- AND SIX NEW CATEGORIES INDICATED BY ASTERISKS. TOTALS FOR THE THREE CATEGORIES THAT REMAINED THE SAME REFLECT ALL 58 STATES AND OUTLYING AREAS. SEE DATA NOTES FOR A LISTING OF STATES/OUTLYING AREAS AND THE FORM EACH STATE USED TO REPORT DATA, AS WELL AS EXPLANATIONS OF INDIVIDUAL STATE DIFFERENCES.

[b] "DROPPED OUT" INCLUDES ONLY THOSE STUDENTS WHO FORMALLY WITHDREW FROM SCHOOL WITHOUT COMPLETING THE EDUCATION PROGRAM.

[c] "DROPPED OUT" IS DEFINED AS THE TOTAL WHO WERE ENROLLED AT SOME POINT IN THE REPORTING YEAR, WERE NOT ENROLLED AT THE END OF THE REPORTING YEAR, AND DID NOT EXIT THROUGH ANY OF THE OTHER BASES DESCRIBED. THIS CATEGORY INCLUDES DROPOUTS, RUNAWAYS, GED RECIPIENTS, EXPULSIONS, STATUS UNKNOWN, AND OTHER EXITERS.

[d] NA INDICATES THAT NATIONAL TOTALS WERE NOT AVAILABLE BECAUSE THE CATEGORY DID NOT EXIST ON BOTH FORMS USED BY THE STATES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AD1.SFW

Table AD1

Percentage (Based on Age 14-21 Child Count) of Students Age 14 and Older Exiting the Educational System During the 1992-93 School Year[a]

HEARING IMPAIRMENTS

STATE	MOVED KNOWN TO CONTINUE*	MOVED, NOT KNOWN TO CONTINUE*	REVISED DROPPED OUT[c]*	TOTAL EXITING EDUCATIONAL SYSTEM	TOTAL EXITING SPECIAL EDUCATION*
ALABAMA	1.92	0.27	1.92	.	12.60
ALASKA	0.00	8.70	2.17	.	19.57
ARIZONA	1.58	0.53	2.37	.	14.47
ARKANSAS	3.93	0.56	1.12	.	29.78
CALIFORNIA	7.44	2.12	4.74	.	26.79
COLORADO	.	.	.	15.38	.
CONNECTICUT	.	.	.	13.30	.
DELAWARE	6.35	0.00	1.59	.	11.11
DISTRICT OF COLUMBIA	.	.	.	10.00	.
FLORIDA	.	.	.	27.47	.
GEORGIA	2.35	0.23	1.41	.	15.02
HAWAII	2.13	0.00	1.06	.	18.09
IDAHO	.	.	.	6.14	.
ILLINOIS	.	.	.	15.71	.
INDIANA	3.98	1.00	1.49	.	24.13
IOWA	0.78	3.52	2.34	.	77.73
KANSAS	7.45	0.00	1.06	.	26.06
KENTUCKY	1.29	0.00	1.61	.	10.93
LOUISIANA	.	.	.	14.55	.
MAINE	.	.	.	19.15	.
MARYLAND	.	.	.	8.03	.
MASSACHUSETTS	1.63	3.88	3.27	.	24.90
MICHIGAN	2.80	1.97	2.17	.	20.29
MINNESOTA	1.66	0.21	2.49	.	14.97
MISSISSIPPI	.	.	.	20.91	.
MISSOURI	1.97	3.37	1.69	.	26.69
MONTANA	2.22	0.00	3.33	.	10.00
NEBRASKA	.	.	.	12.37	.
NEVADA	.	.	.	20.41	.
NEW HAMPSHIRE	.	.	.	30.00	.
NEW JERSEY	1.74	0.87	0.00	.	17.35
NEW MEXICO	.	.	.	15.09	.
NEW YORK	.	.	.	11.68	.
NORTH CAROLINA	6.18	2.38	2.38	.	31.54
NORTH DAKOTA	2.70	0.00	0.00	.	27.03
OHIO	.	.	.	15.01	.
OKLAHOMA	.	.	.	15.33	.
OREGON	.	.	.	51.47	.
PENNSYLVANIA	1.07	9.52	0.64	.	26.52
PUERTO RICO	.	.	.	10.63	.
RHODE ISLAND	.	.	.	19.40	.
SOUTH CAROLINA	.	.	.	14.83	.
SOUTH DAKOTA	5.56	5.56	0.00	.	75.93
TENNESSEE	.	.	.	13.46	.
TEXAS	.	.	.	14.21	.
UTAH	.	.	.	4.57	.
VERMONT	.	.	.	31.37	.
VIRGINIA	.	.	.	30.85	.
WASHINGTON	.	.	.	6.85	.
WEST VIRGINIA	0.00	0.71	1.43	.	14.29
WISCONSIN	1.94	1.94	0.00	.	19.42
WYOMING	9.26	.	1.85	.	33.33
AMERICAN SAMOA	0.00	0.00	0.00	.	25.00
GUAM	0.00	12.50	0.00	.	25.00
NORTHERN MARIANAS	0.00	0.00	0.00	.	33.33
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	0.00	.
BUR. OF INDIAN AFFAIRS	.	.	.	27.27	.
U.S. AND OUTLYING AREAS	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]
50 STATES, D.C., & P.R.	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]

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[a] STATES WERE ALLOWED TO SELECT ONE OF TWO REPORTING FORMATS FOR EXITING. TWENTY-NINE STATES REPORTED ON THE FORM USED IN THE PAST AND 28 STATES REPORTED ON THE NEW FORM, WHICH WAS REQUIRED IN 1993-94. THE NEW FORM COLLECTED DATA IN THREE CATEGORIES THAT WERE THE SAME AS ON THE OLD FORM -- GRADUATED WITH DIPLOMA, GRADUATED THROUGH CERTIFICATION, REACHED MAXIMUM AGE -- AND SIX NEW CATEGORIES INDICATED BY ASTERISKS. TOTALS FOR THE THREE CATEGORIES THAT REMAINED THE SAME REFLECT ALL 58 STATES AND OUTLYING AREAS. SEE DATA NOTES FOR A LISTING OF STATES/OUTLYING AREAS AND THE FORM EACH STATE USED TO REPORT DATA, AS WELL AS EXPLANATIONS OF INDIVIDUAL STATE DIFFERENCES.

[b] "DROPPED OUT" INCLUDES ONLY THOSE STUDENTS WHO FORMALLY WITHDREW FROM SCHOOL WITHOUT COMPLETING THE EDUCATION PROGRAM.

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DATA AS OF OCTOBER 1, 1994.

SOURCE: PR_AD1.SFW

394

Table AD1

Number of Students Age 14 and Older Exiting the Educational System During the 1992-93 School Year[a]

ORTHOPEDIC IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT[b]	STATUS UNKNOWN	RETURNED TO REGULAR EDUCATION*	DIED*
ALABAMA	18	6	0	.	.	1	1
ALASKA	1	0	0	.	.	2	0
ARIZONA	26	2	5	.	.	8	0
ARKANSAS	8	1	0	.	.	0	0
CALIFORNIA	119	48	62	.	.	95	25
COLORADO	24	1	5	4	0	.	.
CONNECTICUT	3	0	0	1	6	.	.
DELAWARE	1	0	0	.	.	2	0
DISTRICT OF COLUMBIA	3	2	0	0	1	.	.
FLORIDA	91	62	0	33	11	.	.
GEORGIA	13	8	0	.	.	6	1
HAWAII	1	6	0	.	.	0	0
IDAHO	5	0	0	1	3	.	.
ILLINOIS	110	10	6	16	0	.	.
INDIANA	26	2	2	.	.	7	2
IOWA	26	0	0	.	.	62	5
KANSAS	18	.	0	.	.	1	0
KENTUCKY	19	1	0	.	.	3	0
LOUISIANA	17	24	0	6	9	.	.
MAINE	6	0	0	1	0	.	.
MARYLAND	10	1	0	0	0	.	.
MASSACHUSETTS	33	.	2	.	.	19	0
MICHIGAN	114	8	11	.	.	67	11
MINNESOTA	38	0	0	.	.	6	2
MISSISSIPPI	10	16	0	2	1	.	.
MISSOURI	18	10	4	.	.	4	4
MONTANA	2	0	0	.	.	0	0
NEBRASKA	19	0	1	0	2	.	.
NEVADA	1	0	0	0	0	.	.
NEW HAMPSHIRE	6	1	0	0	1	.	.
NEW JERSEY	28	.	0	.	.	19	4
NEW MEXICO	30	1	0	6	3	.	.
NEW YORK	67	29	0	0	1	.	.
NORTH CAROLINA	27	5	1	.	.	8	4
NORTH DAKOTA	1	0	0	.	.	1	0
OHIO	207	6	0	40	10	.	.
OKLAHOMA	16	1	0	0	0	.	.
OREGON	11	4	2	4	205	.	.
PENNSYLVANIA	31	0	7	.	.	7	4
PUERTO RICO	15	1	6	0	0	.	.
RHODE ISLAND	5	0	1	0	0	.	.
SOUTH CAROLINA	3	0	0	0	3	.	.
SOUTH DAKOTA	3	0	0	.	.	0	1
TENNESSEE	24	6	0	4	7	.	.
TEXAS	110	144	.	261	.	.	.
UTAH	11	4	0	1	1	.	.
VERMONT	1	0	1	1	0	.	.
VIRGINIA	25	4	0	1	1	.	.
WASHINGTON	15	0	0	1	0	.	.
WEST VIRGINIA	9	4	0	.	.	1	2
WISCONSIN	21	1	0	.	.	3	0
WYOMING	5	1	1	.	.	1	0
AMERICAN SAMOA	0	0	0	.	.	0	0
GUAM	0	0	0	.	.	0	0
NORTHERN MARIANAS	0	0	0	.	.	0	0
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	.	.
BUR. OF INDIAN AFFAIRS	0	1	0	1	0	.	.
U.S. AND OUTLYING AREAS	1,451	421	117	NA[d]	NA[d]	NA[d]	NA[d]
50 STATES, D.C., & P.R.	1,451	420	117	NA[d]	NA[d]	NA[d]	NA[d]

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DATA AS OF OCTOBER 1, 1994.

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Table AD1

Number of Students Age 14 and Older Exiting the Educational System During the 1992-93 School Year[a]

ORTHOPEDIC IMPAIRMENTS

STATE	MOVED KNOWN TO CONTINUE*	MOVED, NOT KNOWN TO CONTINUE*	REVISED DROPPED OUT*[c]	TOTAL EXITING EDUCATIONAL SYSTEM	TOTAL EXITING SPECIAL EDUCATION*
ALABAMA	1	0	1	.	28
ALASKA	1	0	1	.	5
ARIZONA	11	3	7	.	62
ARKANSAS	2	0	1	.	12
CALIFORNIA	127	53	139	.	668
COLORADO	.	.	.	34	.
CONNECTICUT	.	.	.	10	.
DELAWARE	4	0	0	.	7
DISTRICT OF COLUMBIA	.	.	.	6	.
FLORIDA	.	.	.	197	.
GEORGIA	3	0	0	.	31
HAWAII	1	1	1	.	10
IDAHO	.	.	.	9	.
ILLINOIS	.	.	.	142	.
INDIANA	6	6	2	.	53
IOWA	0	7	4	.	104
KANSAS	2	0	1	.	22
KENTUCKY	3	0	6	.	32
LOUISIANA	.	.	.	56	.
MAINE	.	.	.	7	.
MARYLAND	.	.	.	11	.
MASSACHUSETTS	5	12	12	.	83
MICHIGAN	55	36	50	.	352
MINNESOTA	5	3	4	.	58
MISSISSIPPI	.	.	.	29	.
MISSOURI	0	4	0	.	44
MONTANA	1	0	0	.	3
NEBRASKA	.	.	.	22	.
NEVADA	.	.	.	1	.
NEW HAMPSHIRE	.	.	.	8	.
NEW JERSEY	4	0	2	.	57
NEW MEXICO	.	.	.	40	.
NEW YORK	.	.	.	97	.
NORTH CAROLINA	4	1	10	.	60
NORTH DAKOTA	0	0	0	.	2
OHIO	.	.	.	263	.
OKLAHOMA	.	.	.	17	.
OREGON	.	.	.	226	.
PENNSYLVANIA	2	16	0	.	67
PUERTO RICO	.	.	.	22	.
RHODE ISLAND	.	.	.	6	.
SOUTH CAROLINA	.	.	.	6	.
SOUTH DAKOTA	2	0	1	.	7
TENNESSEE	.	.	.	41	.
TEXAS	.	.	.	515	.
UTAH	.	.	.	17	.
VERMONT	.	.	.	3	.
VIRGINIA	.	.	.	31	.
WASHINGTON	.	.	.	16	.
WEST VIRGINIA	0	0	0	.	16
WISCONSIN	3	2	0	.	30
WYOMING	4	.	0	.	12
AMERICAN SAMOA	0	0	0	.	0
GUAM	0	0	0	.	0
NORTHERN MARIANAS	0	0	0	.	0
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	0	.
BUR. OF INDIAN AFFAIRS	.	.	.	2	.
U.S. AND OUTLYING AREAS	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]
50 STATES, D.C., & P.R.	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]

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DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AD1.SFW

BEST COPY AVAILABLE

Table AD1

Percentage (Based on Age 14-21 Child Count) of Students Age 14 and Older Exiting the Educational System During the 1992-93 School Year[a]

ORTHOPEDIC IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT[b]	STATUS UNKNOWN	RETURNED TO REGULAR EDUCATION*	DIED*
ALABAMA	14.88	4.96	0.00	.	.	0.83	0.83
ALASKA	5.56	0.00	0.00	.	.	11.11	0.00
ARIZONA	13.00	1.00	2.50	.	.	4.00	0.00
ARKANSAS	20.00	2.50	0.00	.	.	0.00	0.00
CALIFORNIA	4.03	1.62	2.10	.	.	3.21	0.85
COLORADO	9.38	0.39	1.95	1.56	0.00	.	.
CONNECTICUT	6.00	0.00	0.00	2.00	12.00	.	.
DELAWARE	0.92	0.00	0.00	.	.	1.83	0.00
DISTRICT OF COLUMBIA	14.29	9.52	0.00	0.00	4.76	.	.
FLORIDA	7.58	5.17	0.00	2.75	0.92	.	.
GEORGIA	6.28	3.86	0.00	.	.	2.90	0.48
HAWAII	1.64	9.84	0.00	.	.	0.00	0.00
IDAHO	11.11	0.00	0.00	2.22	6.67	.	.
ILLINOIS	13.30	1.21	0.73	1.93	0.00	.	.
INDIANA	13.83	1.06	1.06	.	.	3.72	1.06
IOWA	11.11	0.00	0.00	.	.	26.50	2.14
KANSAS	18.56	.	0.00	.	.	1.03	0.00
KENTUCKY	16.67	0.88	0.00	.	.	2.63	0.00
LOUISIANA	4.90	6.92	0.00	1.73	2.59	.	.
MAINE	17.65	0.00	0.00	2.94	0.00	.	.
MARYLAND	8.20	0.82	0.00	0.00	0.00	.	.
MASSACHUSETTS	13.41	.	0.81	.	.	7.72	0.00
MICHIGAN	7.06	0.50	0.68	.	.	4.15	0.68
MINNESOTA	13.43	0.00	0.00	.	.	2.12	0.71
MISSISSIPPI	2.91	4.65	0.00	0.58	0.29	.	.
MISSOURI	9.63	5.35	2.14	.	.	2.14	2.14
MONTANA	6.25	0.00	0.00	.	.	0.00	0.00
NEBRASKA	16.96	0.00	0.89	0.00	1.79	.	.
NEVADA	7.14	0.00	0.00	0.00	0.00	.	.
NEW HAMPSHIRE	18.75	3.13	0.00	0.00	3.13	.	.
NEW JERSEY	13.59	.	0.00	.	.	9.22	1.94
NEW MEXICO	16.39	0.55	0.00	3.28	1.64	.	.
NEW YORK	10.75	4.65	0.00	0.00	0.16	.	.
NORTH CAROLINA	10.27	1.90	0.38	.	.	3.04	1.52
NORTH DAKOTA	3.45	0.00	0.00	.	.	3.45	0.00
OHIO	29.78	0.86	0.00	5.76	1.44	.	.
OKLAHOMA	24.24	1.52	0.00	0.00	0.00	.	.
OREGON	3.99	1.45	0.72	1.45	74.28	.	.
PENNSYLVANIA	3.89	0.00	0.88	.	.	0.88	0.50
PUERTO RICO	10.87	0.72	4.35	0.00	0.00	.	.
RHODE ISLAND	10.64	0.00	2.13	0.00	0.00	.	.
SOUTH CAROLINA	1.28	0.00	0.00	0.00	1.28	.	.
SOUTH DAKOTA	8.11	0.00	0.00	.	.	0.00	2.70
TENNESSEE	6.80	1.70	0.00	1.13	1.98	.	.
TEXAS	8.77	11.48	.	20.81	.	.	.
UTAH	15.07	5.48	0.00	1.37	1.37	.	.
VERMONT	4.55	0.00	4.55	4.55	0.00	.	.
VIRGINIA	15.92	2.55	0.00	0.64	0.64	.	.
WASHINGTON	5.54	0.00	0.00	0.37	0.00	.	.
WEST VIRGINIA	10.71	4.76	0.00	.	.	1.19	2.38
WISCONSIN	14.58	0.69	0.00	.	.	2.08	0.00
WYOMING	12.20	2.44	2.44	.	.	2.44	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.
GUAM	0.00	0.00	0.00	.	.	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00	.	.
BUR. OF INDIAN AFFAIRS	0.00	16.67	0.00	16.67	0.00	.	.
U.S. AND OUTLYING AREAS	9.00	2.61	0.73	NA[d]	NA[d]	NA[d]	NA[d]
50 STATES, D.C., & P.R.	9.01	2.61	0.73	NA[d]	NA[d]	NA[d]	NA[d]

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[a] STATES WERE ALLOWED TO SELECT ONE OF TWO REPORTING FORMATS FOR EXITING. TWENTY-NINE STATES REPORTED ON THE FORM USED IN THE PAST AND 28 STATES REPORTED ON THE NEW FORM, WHICH WAS REQUIRED IN 1993-94. THE NEW FORM COLLECTED DATA IN THREE CATEGORIES THAT WERE THE SAME AS ON THE OLD FORM -- GRADUATED WITH DIPLOMA, GRADUATED THROUGH CERTIFICATION, REACHED MAXIMUM AGE -- AND SIX NEW CATEGORIES INDICATED BY ASTERISKS. TOTALS FOR THE THREE CATEGORIES THAT REMAINED THE SAME REFLECT ALL 58 STATES AND OUTLYING AREAS. SEE DATA NOTES FOR A LISTING OF STATES/OUTLYING AREAS AND THE FORM EACH STATE USED TO REPORT DATA, AS WELL AS EXPLANATIONS OF INDIVIDUAL STATE DIFFERENCES.

[b] 'DROPPED OUT' INCLUDES ONLY THOSE STUDENTS WHO FORMALLY WITHDREW FROM SCHOOL WITHOUT COMPLETING THE EDUCATION PROGRAM.

[c] 'DROPPED OUT' IS DEFINED AS THE TOTAL WHO WERE ENROLLED AT SOME POINT IN THE REPORTING YEAR, WERE NOT ENROLLED AT THE END OF THE REPORTING YEAR, AND DID NOT EXIT THROUGH ANY OF THE OTHER BASES DESCRIBED. THIS CATEGORY INCLUDES DROPOUTS, RUNAWAYS, GED RECIPIENTS, EXPULSIONS, STATUS UNKNOWN, AND OTHER EXITERS.

[d] NA INDICATES THAT NATIONAL TOTALS WERE NOT AVAILABLE BECAUSE THE CATEGORY DID NOT EXIST ON BOTH FORMS USED BY THE STATES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AD1.SFW

Table AD1

Percentage (Based on Age 14-21 Child Count) of Students Age 14 and Older Exiting the Educational System During the 1992-93 School Year[a]

ORTHOPEDIC IMPAIRMENTS

STATE	MOVED KNOWN TO CONTINUE*	MOVED, NOT KNOWN TO CONTINUE*	REVISED DROPPED OUT[c]*	TOTAL EXITING EDUCATIONAL SYSTEM	TOTAL EXITING SPECIAL EDUCATION*
ALABAMA	0.83	0.00	0.83	.	23.14
ALASKA	5.56	0.00	5.56	.	27.78
ARIZONA	5.50	1.50	3.50	.	31.00
ARKANSAS	5.00	0.00	2.50	.	30.00
CALIFORNIA	4.30	1.79	4.70	.	22.61
COLORADO	.	.	.	13.28	.
CONNECTICUT	.	.	.	20.00	.
DELAWARE	3.67	0.00	0.00	.	6.42
DISTRICT OF COLUMBIA	.	.	.	28.57	.
FLORIDA	.	.	.	16.42	.
GEORGIA	1.45	0.00	0.00	.	14.98
HAWAII	1.64	1.64	1.64	.	16.39
IDAHO	.	.	.	20.00	.
ILLINOIS	.	.	.	17.17	.
INDIANA	3.19	3.19	1.06	.	28.19
IOWA	0.00	2.99	1.71	.	44.44
KANSAS	2.06	0.00	1.03	.	22.68
KENTUCKY	2.63	0.00	5.26	.	28.07
LOUISIANA	.	.	.	16.14	.
MAINE	.	.	.	20.59	.
MARYLAND	.	.	.	9.02	.
MASSACHUSETTS	2.03	4.88	4.88	.	33.74
MICHIGAN	3.41	2.23	3.10	.	21.81
MINNESOTA	1.77	1.06	1.41	.	20.49
MISSISSIPPI	.	.	.	8.43	.
MISSOURI	0.00	2.14	0.00	.	23.53
MONTANA	3.13	0.00	0.00	.	9.38
NEBRASKA	.	.	.	19.64	.
NEVADA	.	.	.	7.14	.
NEW HAMPSHIRE	.	.	.	25.00	.
NEW JERSEY	1.94	0.00	0.97	.	27.67
NEW MEXICO	.	.	.	21.86	.
NEW YORK	.	.	.	15.57	.
NORTH CAROLINA	1.52	0.38	3.80	.	22.81
NORTH DAKOTA	0.00	0.00	0.00	.	6.90
OHIO	.	.	.	37.84	.
OKLAHOMA	.	.	.	25.76	.
OREGON	.	.	.	81.88	.
PENNSYLVANIA	0.25	2.01	0.00	.	8.42
PUERTO RICO	.	.	.	15.94	.
RHODE ISLAND	.	.	.	12.77	.
SOUTH CAROLINA	.	.	.	2.55	.
SOUTH DAKOTA	5.41	0.00	2.70	.	18.92
TENNESSEE	.	.	.	11.61	.
TEXAS	.	.	.	41.07	.
UTAH	.	.	.	23.29	.
VERMONT	.	.	.	13.64	.
VIRGINIA	.	.	.	19.75	.
WASHINGTON	.	.	.	5.90	.
WEST VIRGINIA	0.00	0.00	0.00	.	19.05
WISCONSIN	2.08	1.39	0.00	.	20.83
WYOMING	9.76	.	0.00	.	29.27
AMERICAN SAMOA	.	.	.	.	.
GUAM	0.00	0.00	0.00	.	0.00
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	0.00	.
BUR. OF INDIAN AFFAIRS	.	.	.	33.33	.
U.S. AND OUTLYING AREAS	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]
50 STATES, D.C., & P.R.	NA[d]	NA[d]	NA[d]	NA[d]	NA

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[a] STATES WERE ALLOWED TO SELECT ONE OF TWO REPORTING FORMATS FOR EXITING. TWENTY-NINE STATES REPORTED ON THE FORM USED IN THE PAST AND 28 STATES REPORTED ON THE NEW FORM, WHICH WAS REQUIRED IN 1993-94. THE NEW FORM COLLECTED DATA IN THREE CATEGORIES THAT WERE THE SAME AS ON THE OLD FORM -- GRADUATED WITH DIPLOMA, GRADUATED THROUGH CERTIFICATION, REACHED MAXIMUM AGE -- AND SIX NEW CATEGORIES INDICATED BY ASTERISKS. TOTALS FOR THE THREE CATEGORIES THAT REMAINED THE SAME REFLECT ALL 58 STATES AND OUTLYING AREAS. SEE DATA NOTES FOR A LISTING OF STATES/OUTLYING AREAS AND THE FORM EACH STATE USED TO REPORT DATA, AS WELL AS EXPLANATIONS OF INDIVIDUAL STATE DIFFERENCES.

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DATA AS OF OCTOBER 1, 1994.

SOURCE: AP_AD1.SFW

Table AD1

Number of Students Age 14 and Older Exiting the Educational System During the 1992-93 School Year[a]

OTHER HEALTH IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT[b]	STATUS UNKNOWN	RETURNED TO REGULAR EDUCATION*	DIED*
ALABAMA	42	9	1	.	.	7	0
ALASKA	4	0	0	.	.	1	0
ARIZONA	4	0	0	.	.	5	2
ARKANSAS	14	4	0	.	.	10	4
CALIFORNIA	178	28	16	.	.	373	10
COLORADO	.	.	.	.	.	.	.
CONNECTICUT	19	0	0	10	34	.	.
DELAWARE	0	0	0	.	.	0	0
DISTRICT OF COLUMBIA	0	2	0	0	0	.	.
FLORIDA	300	9	0	90	22	.	.
GEORGIA	15	13	4	.	.	9	0
HAWAII	7	8	0	.	.	0	0
IDAHO	7	1	0	8	11	.	.
ILLINOIS	73	0	5	28	2	.	.
INDIANA	1	5	3	.	.	0	0
IOWA	0	0	0	.	.	0	0
KANSAS	22	.	0	.	.	11	1
KENTUCKY	9	0	1	.	.	4	2
LOUISIANA	24	21	1	31	28	.	.
MAINE	13	0	0	2	1	.	.
MARYLAND	27	2	5	4	0	.	.
MASSACHUSETTS	40	.	3	.	.	24	.
MICHIGAN	.	.	.	.	.	.	.
MINNESOTA	45	0	0	.	.	24	0
MISSISSIPPI	.	.	.	.	.	.	.
MISSOURI	12	4	0	.	.	0	2
MONTANA	8	0	2	.	.	13	2
NEBRASKA	14	1	0	4	6	.	.
NEVADA	4	1	0	0	2	.	.
NEW HAMPSHIRE	13	9	4	20	7	.	.
NEW JERSEY	59	.	0	.	.	12	6
NEW MEXICO	5	1	0	5	2	.	.
NEW YORK	93	32	0	6	4	.	.
NORTH CAROLINA	100	21	1	.	.	45	5
NORTH DAKOTA	72	0	0	.	.	3	0
OHIO	.	.	.	.	.	.	.
OKLAHOMA	11	0	0	1	1	.	.
OREGON	24	3	1	8	139	.	.
PENNSYLVANIA	0	0	0	.	.	0	0
PUERTO RICO	17	0	8	3	0	.	.
RHODE ISLAND	23	0	3	10	0	.	.
SOUTH CAROLINA	19	10	2	19	5	.	.
SOUTH DAKOTA	4	0	1	.	.	2	0
TENNESSEE	77	12	0	22	17	.	.
TEXAS	320	408	.	115	.	.	.
UTAH	5	3	1	0	1	.	.
VERMONT	5	1	0	0	0	.	.
VIRGINIA	33	12	1	10	2	.	.
WASHINGTON	77	6	0	27	42	.	.
WEST VIRGINIA	12	0	1	.	.	0	0
WISCONSIN	18	1	1	.	.	5	2
WYOMING	12	0	0	.	.	1	0
AMERICAN SAMOA	0	0	0	.	.	0	0
GUAM	0	0	0	.	.	0	0
NORTHERN MARIANAS	0	0	0	.	.	0	0
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	.	.
BUR. OF INDIAN AFFAIRS	4	0	0	1	1	.	.
U.S. AND OUTLYING AREAS	1,815	627	65	NA[c]	NA[c]	NA[c]	NA[c]
50 STATES, D.C., & P.R.	1,811	627	65	NA[c]	NA[c]	NA[c]	NA[c]

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Table AD1

Number of Students Age 14 and Older Exiting the Educational System During the 1992-93 School Year[a]

OTHER HEALTH IMPAIRMENTS

STATE	MOVED KNOWN TO CONTINUE*	MOVED, NOT KNOWN TO CONTINUE*	REVISED DROPPED OUT[c]*	TOTAL EXITING EDUCATIONAL SYSTEM	TOTAL EXITING SPECIAL EDUCATION*
ALABAMA	5	3	18	.	85
ALASKA	6	2	0	.	13
ARIZONA	8	0	5	.	24
ARKANSAS	16	6	8	.	62
CALIFORNIA	187	83	223	.	1,098
COLORADO	.	.	.	.	.
CONNECTICUT	.	.	.	63	.
DELAWARE	0	0	0	.	0
DISTRICT OF COLUMBIA	.	.	.	2	.
FLORIDA	.	.	.	421	.
GEORGIA	9	6	8	.	64
HAWAII	2	0	1	.	18
IDAHO	.	.	.	27	.
ILLINOIS	.	.	.	108	.
INDIANA	0	0	6	.	15
IOWA	0	0	0	.	0
KANSAS	11	2	6	.	53
KENTUCKY	9	0	5	.	30
LOUISIANA	.	.	.	105	.
MAINE	.	.	.	16	.
MARYLAND	.	.	.	38	.
MASSACHUSETTS	6	16	14	.	103
MICHIGAN	.	.	.	.	.
MINNESOTA	38	4	7	.	118
MISSISSIPPI	.	.	.	.	.
MISSOURI	8	8	12	.	46
MONTANA	6	0	2	.	33
NEBRASKA	.	.	.	25	.
NEVADA	.	.	.	7	.
NEW HAMPSHIRE	.	.	.	53	.
NEW JERSEY	4	0	8	.	89
NEW MEXICO	.	.	.	13	.
NEW YORK	.	.	.	135	.
NORTH CAROLINA	31	13	49	.	265
NORTH DAKOTA	0	0	1	.	6
OHIO	.	.	.	.	.
OKLAHOMA	.	.	.	13	.
OREGON	.	.	.	175	.
PENNSYLVANIA	0	0	0	.	0
PUERTO RICO	.	.	.	28	.
RHODE ISLAND	.	.	.	36	.
SOUTH CAROLINA	.	.	.	55	.
SOUTH DAKOTA	2	1	1	.	11
TENNESSEE	.	.	.	128	.
TEXAS	.	.	.	843	.
UTAH	.	.	.	10	.
VERMONT	.	.	.	6	.
VIRGINIA	.	.	.	58	.
WASHINGTON	.	.	.	152	.
WEST VIRGINIA	0	0	0	.	13
WISCONSIN	4	6	0	.	37
WYOMING	9	.	2	.	24
AMERICAN SAMOA	0	0	0	.	0
GUAM	0	1	3	.	4
NORTHERN MARIANAS	0	0	0	.	0
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	0	.
BUR. OF INDIAN AFFAIRS	.	.	.	6	.
U.S. AND OUTLYING AREAS	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]
50 STATES, D.C., & P.R.	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]

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OTHER HEALTH IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT[b]	STATUS UNKNOWN	RETURNED TO REGULAR EDUCATION*	DIED*
ALABAMA	16.87	3.61	0.40	.	.	2.81	0.00
ALASKA	6.56	0.00	0.00	.	.	1.64	0.00
ARIZONA	4.44	0.00	0.00	.	.	5.56	2.22
ARKANSAS	8.48	2.42	0.00	.	.	6.06	2.42
CALIFORNIA	5.71	0.90	0.51	.	.	11.97	0.32
COLORADO	.	.	.	.	.	.	.
CONNECTICUT	6.91	0.00	0.00	3.64	12.36	.	.
DELAWARE	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	0.00	8.33	0.00	0.00	0.00	.	.
FLORIDA	29.88	0.90	0.00	8.96	2.19	.	.
GEORGIA	5.84	5.06	1.56	.	.	3.50	0.00
HAWAII	9.86	11.27	0.00	.	.	0.00	0.00
IDAHO	5.47	0.78	0.00	6.25	8.59	.	.
ILLINOIS	8.30	0.00	0.57	3.19	0.23	.	.
INDIANA	2.33	11.63	6.98	.	.	0.00	0.00
IOWA	0.00	0.00	0.00	.	.	0.00	0.00
KANSAS	11.22	.	0.00	.	.	5.61	0.51
KENTUCKY	7.96	0.00	0.88	.	.	3.54	1.77
LOUISIANA	4.04	3.54	0.17	5.22	4.71	.	.
MAINE	10.92	0.00	0.00	1.68	0.84	.	.
MARYLAND	7.61	0.56	1.41	1.13	0.00	.	.
MASSACHUSETTS	9.52	.	0.71	.	.	5.71	.
MICHIGAN	.	.	.	.	.	.	.
MINNESOTA	12.64	0.00	0.00	.	.	6.74	0.00
MISSISSIPPI	.	.	.	.	.	.	.
MISSOURI	7.79	2.60	0.00	.	.	0.00	1.30
MONTANA	6.90	0.00	1.72	.	.	11.21	1.72
NEBRASKA	6.17	0.44	0.00	1.76	2.64	.	.
NEVADA	1.82	0.45	0.00	0.00	0.91	.	.
NEW HAMPSHIRE	5.83	4.04	1.79	8.97	3.14	.	.
NEW JERSEY	19.41	.	0.00	.	.	3.95	1.97
NEW MEXICO	4.90	0.98	0.00	4.90	1.96	.	.
NEW YORK	7.45	2.56	0.00	0.48	0.32	.	.
NORTH CAROLINA	12.85	2.70	0.13	.	.	5.78	0.64
NORTH DAKOTA	6.67	0.00	0.00	.	.	10.00	0.00
OHIO	.	.	.	.	.	.	.
OKLAHOMA	11.22	0.00	0.00	1.02	1.02	.	.
OREGON	6.35	0.79	0.26	2.12	36.77	.	.
PENNSYLVANIA	0.00	0.00	0.00	.	.	0.00	0.00
PUERTO RICO	10.49	0.00	4.94	1.85	0.00	.	.
RHODE ISLAND	15.13	0.00	1.97	6.58	0.00	.	.
SOUTH CAROLINA	63.33	33.33	6.67	63.33	16.67	.	.
SOUTH DAKOTA	23.53	0.00	5.88	.	.	11.76	0.00
TENNESSEE	7.40	1.15	0.00	2.11	1.63	.	.
TEXAS	7.28	9.28	.	2.61	.	.	.
UTAH	3.36	2.01	0.67	0.00	0.67	.	.
VERMONT	9.43	1.89	0.00	0.00	0.00	.	.
VIRGINIA	12.36	4.49	0.37	3.75	0.75	.	.
WASHINGTON	4.07	0.32	0.00	1.43	2.22	.	.
WEST VIRGINIA	48.00	0.00	4.00	.	.	0.00	0.00
WISCONSIN	14.17	0.79	0.79	.	.	3.94	1.57
WYOMING	11.65	0.00	0.00	.	.	0.97	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.
GUAM	0.00	0.00	0.00	.	.	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00	.	.
BUR. OF INDIAN AFFAIRS	23.53	0.00	0.00	5.88	5.88	.	.
U.S. AND OUTLYING AREAS	8.16	2.82	0.29	NA[d]	NA[d]	NA[d]	NA[d]
50 STATES, D.C., & P.R.	8.15	2.82	0.29	NA[d]	NA[d]	NA[d]	NA[d]

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[b] 'DROPPED OUT' INCLUDES ONLY THOSE STUDENTS WHO FORMALLY WITHDREW FROM SCHOOL WITHOUT COMPLETING THE EDUCATION PROGRAM.

[c] 'DROPPED OUT' IS DEFINED AS THE TOTAL WHO WERE ENROLLED AT SOME POINT IN THE REPORTING YEAR, WERE NOT ENROLLED AT THE END OF THE REPORTING YEAR, AND DID NOT EXIT THROUGH ANY OF THE OTHER BASES DESCRIBED. THIS CATEGORY INCLUDES DROPOUTS, RUNAWAYS, GED RECIPIENTS, EXPULSIONS, STATUS UNKNOWN, AND OTHER EXITERS.

[d] NA INDICATES THAT NATIONAL TOTALS WERE NOT AVAILABLE BECAUSE THE CATEGORY DID NOT EXIST ON BOTH FORMS USED BY THE STATES.

DATA AS OF OCTOBER 1, 1994

SOURCE: AR_AD1.SFW

Table AD1

Percentage (Based on Age 14-21 Child Count) of Students Age 14 and Older Exiting the Educational System During the 1992-93 School Year[a]

OTHER HEALTH IMPAIRMENTS

STATE	MOVED KNOWN TO CONTINUE*	MOVED, NOT KNOWN TO CONTINUE*	REVISED DROPPED OUT[c]*	TOTAL EXITING EDUCATIONAL SYSTEM	TOTAL EXITING SPECIAL EDUCATION*
ALABAMA	2.01	1.20	7.23	.	34.14
ALASKA	9.84	3.28	0.00	.	21.31
ARIZONA	8.89	0.00	5.56	.	26.67
ARKANSAS	9.70	3.64	4.85	.	37.58
CALIFORNIA	6.00	2.66	7.16	.	35.25
COLORADO	.	.	.	.	.
CONNECTICUT	.	.	.	22.91	.
DELAWARE	.	.	.	.	.
DISTRICT OF COLUMBIA	.	.	.	8.33	.
FLORIDA	.	.	.	41.93	.
GEORGIA	3.50	2.33	3.11	.	24.90
HAWAII	2.82	0.00	1.41	.	25.35
IDAHO	.	.	.	21.09	.
ILLINOIS	.	.	.	12.29	.
INDIANA	0.00	0.00	13.95	.	34.88
IOWA	0.00	0.00	0.00	.	0.00
KANSAS	5.61	1.02	3.06	.	27.04
KENTUCKY	7.96	0.00	4.42	.	26.55
LOUISIANA	.	.	.	17.68	.
MAINE	.	.	.	13.45	.
MARYLAND	.	.	.	10.70	.
MASSACHUSETTS	1.43	3.81	3.33	.	24.52
MICHIGAN	.	.	.	.	.
MINNESOTA	10.67	1.12	1.97	.	33.15
MISSISSIPPI	.	.	.	.	.
MISSOURI	5.19	5.19	7.79	.	29.87
MONTANA	5.17	0.00	1.72	.	28.45
NEBRASKA	.	.	.	11.01	.
NEVADA	.	.	.	3.18	.
NEW HAMPSHIRE	.	.	.	23.77	.
NEW JERSEY	1.32	0.00	2.63	.	29.28
NEW MEXICO	.	.	.	12.75	.
NEW YORK	.	.	.	10.81	.
NORTH CAROLINA	3.98	1.67	6.30	.	34.06
NORTH DAKOTA	0.00	0.00	3.33	.	20.00
OHIO	.	.	.	.	.
OKLAHOMA	.	.	.	13.27	.
OREGON	.	.	.	46.30	.
PENNSYLVANIA	0.00	0.00	0.00	.	0.00
PUERTO RICO	.	.	.	17.28	.
RHODE ISLAND	.	.	.	23.68	.
SOUTH CAROLINA	.	.	.	183.33	.
SOUTH DAKOTA	11.76	5.88	5.88	.	64.71
TENNESSEE	.	.	.	12.30	.
TEXAS	.	.	.	19.17	.
UTAH	.	.	.	6.71	.
VERMONT	.	.	.	11.32	.
VIRGINIA	.	.	.	21.72	.
WASHINGTON	.	.	.	8.04	.
WEST VIRGINIA	0.00	0.00	0.00	.	52.00
WISCONSIN	3.15	4.72	0.00	.	29.13
WYOMING	8.74	.	1.94	.	23.30
AMERICAN SAMOA	.	.	.	.	.
GUAM	0.00	14.29	42.86	.	57.14
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	0.00	.
BUR. OF INDIAN AFFAIRS	.	.	.	35.29	.
U.S. AND OUTLYING AREAS	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]
50 STATES, D.C., & P.R.	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]

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DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AD1.SFW

Table AD1

Number of Students Age 14 and Older Exiting the Educational System During the 1992-93 School Year[a]

VISUAL IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT[b]	STATUS UNKNOWN	RETURNED TO REGULAR EDUCATION*	DIED*
ALABAMA	12	1	3	.	.	1	0
ALASKA	1	0	0	.	.	1	0
ARIZONA	10	0	0	.	.	0	1
ARKANSAS	7	0	0	.	.	5	0
CALIFORNIA	70	22	10	.	.	20	3
COLORADO	15	0	0	2	0	.	.
CONNECTICUT	17	2	5	0	6	.	.
DELAWARE	3	4	0	.	.	0	1
DISTRICT OF COLUMBIA	0	0	0	0	0	.	.
FLORIDA	38	4	0	3	3	.	.
GEORGIA	6	6	0	.	.	5	0
HAWAII	0	0	0	.	.	0	0
IDAHO	6	0	0	1	0	.	.
ILLINOIS	39	3	0	9	0	.	.
INDIANA	17	4	1	.	.	1	0
IOWA	11	0	0	.	.	2	1
KANSAS	10	.	0	.	.	1	0
KENTUCKY	28	1	0	.	.	9	0
LOUISIANA	17	7	0	7	4	.	.
MAINE	5	0	0	0	0	.	.
MARYLAND	26	44	0	3	0	.	.
MASSACHUSETTS	21	.	1	.	.	12	.
MICHIGAN	28	1	0	.	.	2	1
MINNESOTA	17	0	0	.	.	1	0
MISSISSIPPI	5	9	0	6	2	.	.
MISSOURI	16	7	0	.	.	0	0
MONTANA	3	1	0	.	.	0	0
NEBRASKA	11	0	0	1	2	.	.
NEVADA	3	1	0	0	0	.	.
NEW HAMPSHIRE	9	2	1	3	1	.	.
NEW JERSEY	12	.	0	.	.	0	2
NEW MEXICO	17	0	0	2	0	.	.
NEW YORK	54	9	0	0	4	.	.
NORTH CAROLINA	29	4	1	.	.	3	1
NORTH DAKOTA	1	0	1	.	.	2	0
OHIO	47	2	0	9	2	.	.
OKLAHOMA	9	2	0	2	6	.	.
OREGON	5	2	1	1	60	.	.
PENNSYLVANIA	50	0	0	.	.	10	1
PUERTO RICO	12	3	3	0	0	.	.
RHODE ISLAND	7	0	1	1	0	.	.
SOUTH CAROLINA	10	2	0	2	1	.	.
SOUTH DAKOTA	2	0	0	.	.	0	1
TENNESSEE	21	3	1	3	2	.	.
TEXAS	64	101	.	177	.	.	.
UTAH	2	1	0	0	0	.	.
VERMONT	2	0	0	1	0	.	.
VIRGINIA	44	10	1	1	3	.	.
WASHINGTON	2	0	0	1	1	.	.
WEST VIRGINIA	10	0	0	.	.	3	0
WISCONSIN	13	0	0	.	.	2	0
WYOMING	7	0	0	.	.	0	0
AMERICAN SAMOA	0	1	0	.	.	0	0
GUAM	0	0	0	.	.	0	0
NORTHERN MARIANAS	0	0	0	.	.	0	0
PALAU	.	.	.	.	.		
VIRGIN ISLANDS	0	0	0	0	0	.	
BUR. OF INDIAN AFFAIRS	1	1	1	0	0	.	
U.S. AND OUTLYING AREAS	872	260	31	NA[d]	NA[d]	NA[d]	NA[d]
50 STATES, D.C., & P.R.	871	258	30	NA[d]	NA[d]	NA[d]	NA[d]

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VISUAL IMPAIRMENTS

STATE	MOVED KNOWN TO CONTINUE*	MOVED, NOT KNOWN TO CONTINUE*	REVISED DROPPED OUT[c]*	TOTAL EXITING EDUCATIONAL SYSTEM	TOTAL EXITING SPECIAL EDUCATION*
ALABAMA	1	0	1	.	19
ALASKA	0	0	1	.	3
ARIZONA	2	1	3	.	17
ARKANSAS	1	2	4	.	19
CALIFORNIA	53	29	46	.	253
COLORADO	.	.	.	17	.
CONNECTICUT	.	.	.	30	.
DELAWARE	0	0	0	.	8
DISTRICT OF COLUMBIA	.	.	.	0	.
FLORIDA	.	.	.	48	.
GEORGIA	7	0	0	.	24
HAWAII	0	0	0	.	0
IDAHO	.	.	.	7	.
ILLINOIS	.	.	.	51	.
INDIANA	6	6	2	.	37
IOWA	0	4	0	.	18
KANSAS	4	0	0	.	15
KENTUCKY	11	6	5	.	60
LOUISIANA	.	.	.	35	.
MAINE	.	.	.	5	.
MARYLAND	.	.	.	73	.
MASSACHUSETTS	4	8	7	.	53
MICHIGAN	5	6	3	.	46
MINNESOTA	2	0	1	.	21
MISSISSIPPI	.	.	.	22	.
MISSOURI	8	5	13	.	49
MONTANA	1	1	0	.	6
NEBRASKA	.	.	.	14	.
NEVADA	.	.	.	4	.
NEW HAMPSHIRE	.	.	.	16	.
NEW JERSEY	2	4	4	.	24
NEW MEXICO	.	.	.	19	.
NEW YORK	.	.	.	67	.
NORTH CAROLINA	9	10	12	.	69
NORTH DAKOTA	0	0	0	.	4
OHIO	.	.	.	60	.
OKLAHOMA	.	.	.	19	.
OREGON	.	.	.	69	.
PENNSYLVANIA	3	40	2	.	106
PUERTO RICO	.	.	.	18	.
RHODE ISLAND	.	.	.	9	.
SOUTH CAROLINA	.	.	.	15	.
SOUTH DAKOTA	0	0	0	.	3
TENNESSEE	.	.	.	30	.
TEXAS	.	.	.	342	.
UTAH	.	.	.	3	.
VERMONT	.	.	.	3	.
VIRGINIA	.	.	.	59	.
WASHINGTON	.	.	.	4	.
WEST VIRGINIA	0	2	2	.	17
WISCONSIN	1	0	0	.	16
WYOMING	3	.	1	.	11
AMERICAN SAMOA	0	0	0	.	1
GUAM	0	1	0	.	1
NORTHERN MARIANAS	0	0	0	.	0
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	0	.
BUR. OF INDIAN AFFAIRS	.	.	.	3	.
U.S. AND OUTLYING AREAS	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]
50 STATES, D.C., & P.R.	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]

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DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AD1.SFW

Table AD1

Percentage (Based on Age 14-21 Child Count) of Students Age 14 and Older Exiting the Educational System During the 1992-93 School Year[a]

VISUAL IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT[b]	STATUS UNKNOWN	RETURNED TO REGULAR EDUCATION*	DIED*
ALABAMA	7.32	0.61	1.83	.	.	0.61	0.00
ALASKA	12.50	0.00	0.00	.	.	12.50	0.00
ARIZONA	7.09	0.00	0.00	.	.	0.00	0.71
ARKANSAS	8.75	0.00	0.00	.	.	6.25	0.00
CALIFORNIA	6.80	2.14	0.97	.	.	1.94	0.29
COLORADO	15.46	0.00	0.00	2.06	0.00	.	.
CONNECTICUT	10.63	1.25	3.13	0.00	3.75	.	.
DELAWARE	12.00	16.00	0.00	.	.	0.00	4.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00	0.00	.	.
FLORIDA	10.98	1.16	0.00	0.87	0.87	.	.
GEORGIA	3.43	3.43	0.00	.	.	2.86	0.00
HAWAII	0.00	0.00	0.00	.	.	0.00	0.00
IDAHO	18.75	0.00	0.00	3.13	0.00	.	.
ILLINOIS	10.32	0.79	0.00	2.38	0.00	.	.
INDIANA	9.71	2.29	0.57	.	.	0.57	0.00
IOWA	13.10	0.00	0.00	.	.	2.38	1.19
KANSAS	18.52		0.00	.	.	1.85	0.00
KENTUCKY	14.07	0.50	0.00	.	.	4.52	0.00
LOUISIANA	9.94	4.09	0.00	4.09	2.34	.	.
MAINE	17.86	0.00	0.00	0.00	0.00	.	.
MARYLAND	14.05	23.78	0.00	1.62	0.00	.	.
MASSACHUSETTS	10.71	.	0.51	.	.	6.12	.
MICHIGAN	8.92	0.32	0.00	.	.	0.64	0.32
MINNESOTA	14.78	0.00	0.00	.	.	0.87	0.00
MISSISSIPPI	5.56	10.00	0.00	6.67	2.22	.	.
MISSOURI	11.51	5.04	0.00	.	.	0.00	0.00
MONTANA	11.11	3.70	0.00	.	.	0.00	0.00
NEBRASKA	12.50	0.00	0.00	1.14	2.27	.	.
NEVADA	10.00	3.33	0.00	0.00	0.00	.	.
NEW HAMPSHIRE	25.71	5.71	2.86	8.57	2.86	.	.
NEW JERSEY	8.22	.	0.00	.	.	0.00	1.37
NEW MEXICO	32.08	0.00	0.00	3.77	0.00	.	.
NEW YORK	10.76	1.79	0.00	0.00	0.80	.	.
NORTH CAROLINA	12.72	1.75	0.44	.	.	1.32	0.44
NORTH DAKOTA	5.56	0.00	5.56	.	.	11.11	0.00
OHIO	13.95	0.59	0.00	2.67	0.59	.	.
OKLAHOMA	9.09	2.02	0.00	2.02	6.06	.	.
OREGON	3.09	1.23	0.62	0.62	37.04	.	.
PENNSYLVANIA	10.59	0.00	0.00	.	.	2.12	0.21
PUERTO RICO	6.98	1.74	1.74	0.00	0.00	.	.
RHODE ISLAND	23.33	0.00	3.33	3.33	0.00	.	.
SOUTH CAROLINA	6.76	1.35	0.00	1.35	0.68	.	.
SOUTH DAKOTA	6.90	0.00	0.00	.	.	0.00	3.45
TENNESSEE	8.47	1.21	0.40	1.21	0.81	.	.
TEXAS	9.60	15.14	.	26.54	.	.	.
UTAH	2.44	1.22	0.00	0.00	0.00	.	.
VERMONT	20.00	0.00	0.00	10.00	0.00	.	.
VIRGINIA	21.78	4.95	0.50	0.50	1.49	.	.
WASHINGTON	1.87	0.00	0.00	0.93	0.93	.	.
WEST VIRGINIA	10.53	0.00	0.00	.	.	3.16	0.00
WISCONSIN	14.61	0.00	0.00	.	.	2.25	0.00
WYOMING	29.17	0.00	0.00	.	.	0.00	0.00
AMERICAN SAMOA	0.00	33.33	0.00	.	.	0.00	0.00
GUAM	0.00	0.00	0.00	.	.	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00	.	.
BUR. OF INDIAN AFFAIRS	14.29	14.29	14.29	0.00	0.00	.	.
U.S. AND OUTLYING AREAS	10.21	3.05	0.36	NA[d]	NA[d]	NA[d]	NA[d]
50 STATES, D.C., & P.R.	10.22	3.03	0.35	NA[d]	NA[d]	NA[d]	NA[d]

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STATE	MOVED KNOWN TO CONTINUE*	MOVED, NOT KNOWN TO CONTINUE*	REVISED DROPPED OUT[c]*	TOTAL EXITING EDUCATIONAL SYSTEM	TOTAL EXITING SPECIAL EDUCATION*
ALABAMA	0.61	0.00	0.61	.	11.59
ALASKA	0.00	0.00	12.50	.	37.50
ARIZONA	1.42	0.71	2.13	.	12.06
ARKANSAS	1.25	2.50	5.00	.	23.75
CALIFORNIA	5.15	2.82	4.47	.	24.56
COLORADO	.	.	.	17.53	.
CONNECTICUT	.	.	.	18.75	.
DELAWARE	0.00	0.00	0.00	.	32.00
DISTRICT OF COLUMBIA	.	.	.	0.00	.
FLORIDA	.	.	.	13.87	.
GEORGIA	4.00	0.00	0.00	.	13.71
HAWAII	0.00	0.00	0.00	.	0.00
IDAHO	.	.	.	21.88	.
ILLINOIS	.	.	.	13.49	.
INDIANA	3.43	3.43	1.14	.	21.14
IOWA	0.00	4.76	0.00	.	21.43
KANSAS	7.41	0.00	0.00	.	27.78
KENTUCKY	5.53	3.02	2.51	.	30.15
LOUISIANA	.	.	.	20.47	.
MAINE	.	.	.	17.86	.
MARYLAND	.	.	.	39.46	.
MASSACHUSETTS	2.04	4.08	3.57	.	27.04
MICHIGAN	1.59	1.91	0.96	.	14.65
MINNESOTA	1.74	0.00	0.87	.	18.26
MISSISSIPPI	.	.	.	24.44	.
MISSOURI	5.76	3.60	9.35	.	35.25
MONTANA	3.70	3.70	0.00	.	22.22
NEBRASKA	.	.	.	15.91	.
NEVADA	.	.	.	13.33	.
NEW HAMPSHIRE	.	.	.	45.71	.
NEW JERSEY	1.37	2.74	2.74	.	16.44
NEW MEXICO	.	.	.	35.85	.
NEW YORK	.	.	.	13.35	.
NORTH CAROLINA	3.95	4.39	5.26	.	30.26
NORTH DAKOTA	0.00	0.00	0.00	.	22.22
OHIO	.	.	.	17.80	.
OKLAHOMA	.	.	.	19.19	.
OREGON	.	.	.	42.59	.
PENNSYLVANIA	0.64	8.47	0.42	.	22.46
PUERTO RICO	.	.	.	10.47	.
RHODE ISLAND	.	.	.	30.00	.
SOUTH CAROLINA	.	.	.	10.14	.
SOUTH DAKOTA	0.00	0.00	0.00	.	10.34
TENNESSEE	.	.	.	12.10	.
TEXAS	.	.	.	51.27	.
UTAH	.	.	.	3.66	.
VERMONT	.	.	.	30.00	.
VIRGINIA	.	.	.	29.21	.
WASHINGTON	.	.	.	3.74	.
WEST VIRGINIA	0.00	2.11	2.11	.	17.89
WISCONSIN	1.12	0.00	0.00	.	17.98
WYOMING	12.50	.	4.17	.	45.83
AMERICAN SAMOA	0.00	0.00	0.00	.	33.33
GUAM	0.00	25.00	0.00	.	25.00
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	0.00	.
BUR. OF INDIAN AFFAIRS	.	.	.	42.86	.
U.S. AND OUTLYING AREAS	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]
50 STATES, D.C., & P.R.	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]

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[b] "DROPPED OUT" INCLUDES ONLY THOSE STUDENTS WHO FORMALLY WITHDREW FROM SCHOOL WITHOUT COMPLETING THE EDUCATION PROGRAM.

[c] "DROPPED OUT" IS DEFINED AS THE TOTAL WHO WERE ENROLLED AT SOME POINT IN THE REPORTING YEAR, WERE NOT ENROLLED AT THE END OF THE REPORTING YEAR, AND DID NOT EXIT THROUGH ANY OF THE OTHER BASES DESCRIBED. THIS CATEGORY INCLUDES DROPOUTS, RUNAWAYS, GED RECIPIENTS, EXPULSIONS, STATUS UNKNOWN, AND OTHER EXITERS.

[d] NA INDICATES THAT NATIONAL TOTALS WERE NOT AVAILABLE BECAUSE THE CATEGORY DID NOT EXIST ON BOTH FORMS USED BY THE STATES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AD1.SFW

Table AD1

Number of Students Age 14 and Older Exiting the Educational System During the 1992-93 School Year[a]

AUTISM

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT[b]	STATUS UNKNOWN	RETURNED TO REGULAR EDUCATION*	DIED*
ALABAMA	0	1	1	.	.	0	0
ALASKA	0	0	0	.	.	0	0
ARIZONA	1	1	1	.	.	0	0
ARKANSAS	1	0	0	.	.	0	0
CALIFORNIA	8	3	14	.	.	10	0
COLORADO	0	0	0	0	0	.	.
CONNECTICUT	.	.	.	.	.	.	.
DELAWARE	0	1	0	.	.	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	.	.
FLORIDA	9	17	0	7	2	.	.
GEORGIA	2	0	0	.	.	2	0
HAWAII	0	3	0	.	.	0	0
IDAHO	1	0	0	0	0	.	.
ILLINOIS	0	0	0	0	0	.	.
INDIANA	3	4	6	.	.	0	0
IOWA	0	0	0	.	.	0	0
KANSAS	0	.	0	.	.	0	0
KENTUCKY	2	1	1	.	.	0	0
LOUISIANA	3	10	2	4	0	.	.
MAINE	0	0	0	0	0	.	.
MARYLAND	0	0	0	0	0	.	.
MASSACHUSETTS	27	.	2	.	.	16	.
MICHIGAN	7	2	16	.	.	8	0
MINNESOTA	5	0	1	.	.	0	0
MISSISSIPPI	.	.	.	[illegible]	.	.	.
MISSOURI	0	0	2	.	.	0	0
MONTANA	0	0	0	.	.	0	0
NEBRASKA	0	0	0	0	0	.	.
NEVADA	0	0	0	0	0	.	.
NEW HAMPSHIRE	0	0	0	0	0	.	.
NEW JERSEY	19	.	2	.	.	2	0
NEW MEXICO	0	0	0	0	0	.	.
NEW YORK	12	26	0	0	3	.	.
NORTH CAROLINA	1	17	2	.	.	1	1
NORTH DAKOTA	0	0	0	.	.	0	0
OHIO	1	0	0	0	0	.	.
OKLAHOMA	1	0	0	1	0	.	.
OREGON	5	3	0	0	45	.	.
PENNSYLVANIA	0	0	4	.	.	0	0
PUERTO RICO	0	0	2	1	0	.	.
RHODE ISLAND	0	0	0	0	0	.	.
SOUTH CAROLINA	0	0	3	0	0	.	.
SOUTH DAKOTA	0	0	0	.	.	0	0
TENNESSEE	0	1	0	0	1	.	.
TEXAS	0	5	.	2	.	.	.
UTAH	0	0	0	0	0	.	.
VERMONT	0	0	0	0	0	.	.
VIRGINIA	3	9	0	2	6	.	.
WASHINGTON	0	0	0	0	0	.	.
WEST VIRGINIA	3	6	3	.	.	0	0
WISCONSIN	0	0	0	.	.	0	0
WYOMING	0	0	0	.	.	0	0
AMERICAN SAMOA	0	0	0	.	.	0	0
GUAM	0	0	0	.	.	0	0
NORTHERN MARIANAS	0	0	0	.	.	0	0
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	.	.
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	.	.
U.S. AND OUTLYING AREAS	114	110	62	NA[d]	NA[d]	NA[d]	NA[d]
50 STATES, D.C., & P.R.	114	110	62	NA[d]	NA[d]	NA[d]	NA[d]

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[b] 'DROPPED OUT' INCLUDES ONLY THOSE STUDENTS WHO FORMALLY WITHDREW FROM SCHOOL WITHOUT COMPLETING THE EDUCATION PROGRAM.

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DATA AS OF OCTOBER 1, 1994

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Table AD1

Number of Students Age 14 and Older Exiting the Educational System During the 1992-93 School Year[a]

AUTISM

STATE	MOVED KNOWN TO CONTINUE*	MOVED, NOT KNOWN TO CONTINUE*	REVISED DROPPED OUT[c]*	TOTAL EXITING EDUCATIONAL SYSTEM	TOTAL EXITING SPECIAL EDUCATION*
ALABAMA	1	0	0	.	3
ALASKA	0	0	0	.	0
ARIZONA	0	0	0	.	3
ARKANSAS	0	0	0	.	1
CALIFORNIA	33	18	10	.	96
COLORADO	.	.	.	0	.
CONNECTICUT	.	.	.	.	.
DELAWARE	2	0	0	.	3
DISTRICT OF COLUMBIA	.	.	.	0	.
FLORIDA	.	.	.	35	.
GEORGIA	2	0	3	.	9
HAWAII	0	0	0	.	3
IDAHO	.	.	.	1	.
ILLINOIS	.	.	.	0	.
INDIANA	1	0	1	.	15
IOWA	1	1	1	.	3
KANSAS	0	0	0	.	0
KENTUCKY	0	0	1	.	5
LOUISIANA	.	.	.	19	.
MAINE	.	.	.	0	.
MARYLAND	.	.	.	0	.
MASSACHUSETTS	5	9	9	.	68
MICHIGAN	22	6	7	.	68
MINNESOTA	1	1	0	.	8
MISSISSIPPI	.	.	.	.	.
MISSOURI	0	0	0	.	2
MONTANA	0	0	0	.	0
NEBRASKA	.	.	.	0	.
NEVADA	.	.	.	0	.
NEW HAMPSHIRE	.	.	.	0	.
NEW JERSEY	8	6	8	.	45
NEW MEXICO	.	.	.	0	.
NEW YORK	.	.	.	41	.
NORTH CAROLINA	5	4	0	.	31
NORTH DAKOTA	0	0	0	.	0
OHIO	.	.	.	1	.
OKLAHOMA	.	.	.	2	.
OREGON	.	.	.	53	.
PENNSYLVANIA	4	7	0	.	15
PUERTO RICO	.	.	.	3	.
RHODE ISLAND	.	.	.	0	.
SOUTH CAROLINA	.	.	.	3	.
SOUTH DAKOTA	0	0	0	.	0
TENNESSEE	.	.	.	2	.
TEXAS	.	.	.	7	.
UTAH	.	.	.	0	.
VERMONT	.	.	.	0	.
VIRGINIA	.	.	.	20	.
WASHINGTON	.	.	.	0	.
WEST VIRGINIA	0	0	0	.	12
WISCONSIN	0	0	0	.	0
WYOMING	1	.	0	.	1
AMERICAN SAMOA	0	0	0	.	0
GUAM	0	0	0	.	0
NORTHERN MARIANAS	0	0	0	.	0
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	0	.
BUR. OF INDIAN AFFAIRS	.	.	.	0	.
U.S. AND OUTLYING AREAS	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]
50 STATES, D.C., & P.R.	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]

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DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AD1.SFW

Table AD1

Percentage (Based on Age 14-21 Child Count) of Students Age 14 and Older Exiting the Educational System During the 1992-93 School Year[a]

AUTISM

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT*[b]	STATUS UNKNOWN	RETURNED TO REGULAR EDUCATION*	DIED*
ALABAMA	0.00	2.78	2.78	.	.	0.00	0.00
ALASKA	0.00	0.00	0.00	.	.	0.00	0.00
ARIZONA	1.45	1.45	1.45	.	.	0.00	0.00
ARKANSAS	20.00	0.00	0.00	.	.	0.00	0.00
CALIFORNIA	1.55	0.58	2.72	.	.	1.94	0.00
COLORADO	0.00	0.00	0.00	0.00	0.00	.	.
CONNECTICUT	.	.	.	.	.	.	.
DELAWARE	0.00	2.44	0.00	.	.	0.00	0.00
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.
FLORIDA	3.90	7.36	0.00	3.03	0.87	.	.
GEORGIA	2.15	0.00	0.00	.	.	2.15	0.00
HAWAII	0.00	15.00	0.00	.	.	0.00	0.00
IDAHO	10.00	0.00	0.00	0.00	0.00	.	.
ILLINOIS	0.00	0.00	0.00	0.00	0.00	.	.
INDIANA	2.24	2.99	4.48	.	.	0.00	0.00
IOWA	0.00	0.00	0.00	.	.	0.00	0.00
KANSAS	0.00	.	0.00	.	.	0.00	0.00
KENTUCKY	22.22	11.11	11.11	.	.	0.00	0.00
LOUISIANA	2.31	7.69	1.54	3.08	0.00	.	.
MAINE	0.00	0.00	0.00	0.00	0.00	.	.
MARYLAND	0.00	0.00	0.00	0.00	0.00	.	.
MASSACHUSETTS	14.29	.	1.06	.	.	8.47	.
MICHIGAN	1.20	0.34	2.74	.	.	1.37	0.00
MINNESOTA	7.04	0.00	1.41	.	.	0.00	0.00
MISSISSIPPI	.	.	.	.	.	.	.
MISSOURI	0.00	0.00	2.04	.	.	0.00	0.00
MONTANA	0.00	0.00	0.00	.	.	0.00	0.00
NEBRASKA	.	.	.	.	.	.	.
NEVADA	0.00	0.00	0.00	0.00	0.00	.	.
NEW HAMPSHIRE	.	.	.	.	.	.	.
NEW JERSEY	13.10	.	1.38	.	.	1.38	0.00
NEW MEXICO	0.00	0.00	0.00	0.00	0.00	.	.
NEW YORK	1.62	3.51	0.00	0.00	0.40	.	.
NORTH CAROLINA	0.46	7.87	0.93	.	.	0.46	0.46
NORTH DAKOTA	0.00	0.00	0.00	.	.	0.00	0.00
OHIO	33.33	0.00	0.00	0.00	0.00	.	.
OKLAHOMA	25.00	0.00	0.00	25.00	0.00	.	.
OREGON	2.89	1.73	0.00	0.00	26.01	.	.
PENNSYLVANIA	0.00	0.00	3.92	.	.	0.00	0.00
PUERTO RICO	0.00	0.00	2.20	1.10	0.00	.	.
RHODE ISLAND	0.00	0.00	0.00	0.00	0.00	.	.
SOUTH CAROLINA	0.00	0.00	5.77	0.00	0.00	.	.
SOUTH DAKOTA	0.00	0.00	0.00	.	.	0.00	0.00
TENNESSEE	0.00	0.99	0.00	0.00	0.99	.	.
TEXAS	0.00	1.09	.	0.43	.	.	.
UTAH	0.00	0.00	0.00	0.00	0.00	.	.
VERMONT	0.00	0.00	0.00	0.00	0.00	.	.
VIRGINIA	2.19	6.57	0.00	1.46	4.38	.	.
WASHINGTON	0.00	0.00	0.00	0.00	0.00	.	.
WEST VIRGINIA	8.57	17.14	8.57	.	.	0.00	0.00
WISCONSIN	0.00	0.00	0.00	.	.	0.00	0.00
WYOMING	0.00	0.00	0.00	.	.	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	2.30	2.22	1.25	NA[d]	NA[d]	NA[d]	NA[d]
50 STATES, D.C., & P.R.	2.30	2.22	1.25	NA[d]	NA[d]	NA[d]	NA[d]

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AUTISM

STATE	MOVED KNOWN TO CONTINUE*	MOVED, NOT KNOWN TO CONTINUE*	REVISED DROPPED OUT[c]*	TOTAL EXITING EDUCATIONAL SYSTEM	TOTAL EXITING SPECIAL EDUCATION*
ALABAMA	2.78	0.00	0.00	.	8.33
ALASKA	0.00	0.00	0.00	.	0.00
ARIZONA	0.00	0.00	0.00	.	4.35
ARKANSAS	0.00	0.00	0.00	.	20.00
CALIFORNIA	6.41	3.50	1.94	.	18.64
COLORADO	.	.	.	0.00	.
CONNECTICUT	.	.	.	.	.
DELAWARE	4.88	0.00	0.00	.	7.32
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	.	.	.	15.15	.
GEORGIA	2.15	0.00	3.23	.	9.68
HAWAII	0.00	0.00	0.00	.	15.00
IDAHO	.	.	.	10.00	.
ILLINOIS	.	.	.	0.00	.
INDIANA	0.75	0.00	0.75	.	11.19
IOWA	5.26	5.26	5.26	.	15.79
KANSAS	0.00	0.00	0.00	.	0.00
KENTUCKY	0.00	0.00	11.11	.	55.56
LOUISIANA	.	.	.	14.62	.
MAINE	.	.	.	0.00	.
MARYLAND	.	.	.	0.00	.
MASSACHUSETTS	2.65	4.76	4.76	.	35.98
MICHIGAN	3.76	1.03	1.20	.	11.62
MINNESOTA	1.41	1.41	0.00	.	11.27
MISSISSIPPI	.	.	.	.	.
MISSOURI	0.00	0.00	0.00	.	2.04
MONTANA	0.00	0.00	0.00	.	0.00
NEBRASKA	.	.	.	.	.
NEVADA	.	.	.	0.00	.
NEW HAMPSHIRE	.	.	.	.	.
NEW JERSEY	5.52	4.14	5.52	.	31.03
NEW MEXICO	.	.	.	0.00	.
NEW YORK	.	.	.	5.53	.
NORTH CAROLINA	2.31	1.85	0.00	.	14.35
NORTH DAKOTA	0.00	0.00	0.00	.	0.00
OHIO	.	.	.	33.33	.
OKLAHOMA	.	.	.	50.00	.
OREGON	.	.	.	30.64	.
PENNSYLVANIA	3.92	6.86	0.00	.	14.71
PUERTO RICO	.	.	.	3.30	.
RHODE ISLAND	.	.	.	0.00	.
SOUTH CAROLINA	.	.	.	5.77	.
SOUTH DAKOTA	0.00	0.00	0.00	.	0.00
TENNESSEE	.	.	.	1.98	.
TEXAS	.	.	.	1.52	.
UTAH	.	.	.	0.00	.
VERMONT	.	.	.	0.00	.
VIRGINIA	.	.	.	14.60	.
WASHINGTON	.	.	.	0.00	.
WEST VIRGINIA	0.00	0.00	0.00	.	34.29
WISCONSIN	0.00	0.00	0.00	.	0.00
WYOMING	25.00	.	0.00	.	25.00
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	0.00	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]
50 STATES, D.C., & P.R.	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]

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[c] "DROPPED OUT" IS DEFINED AS THE TOTAL WHO WERE ENROLLED AT SOME POINT IN THE REPORTING YEAR, WERE NOT ENROLLED AT THE END OF THE REPORTING YEAR, AND DID NOT EXIT THROUGH ANY OF THE OTHER BASES DESCRIBED. THIS CATEGORY INCLUDES DROPOUTS, RUNAWAYS, GED RECIPIENTS, EXPULSIONS, STATUS UNKNOWN, AND OTHER EXITERS.

[d] NA INDICATES THAT NATIONAL TOTALS WERE NOT AVAILABLE BECAUSE THE CATEGORY DID NOT EXIST ON BOTH FORMS USED BY THE STATES.

DATA AS OF OCTOBER 1, 1994

SOURCE: AR_AD1.SFW

Table AD1

Number of Students Age 14 and Older Exiting the Educational System During the 1992-93 School Year[a]

DEAF-BLINDNESS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT[b]	STATUS UNKNOWN	RETURNED TO REGULAR EDUCATION*	DIED*
ALABAMA	0	0	0	.	.	0	0
ALASKA	0	0	0	.	.	0	0
ARIZONA	0	0	0	.	.	0	0
ARKANSAS	0	0	0	.	.	0	0
CALIFORNIA	1	0	7	.	.	0	0
COLORADO	1	0	1	0	0	.	.
CONNECTICUT				.	.	.	.
DELAWARE	0	0	0	.	.	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	.	.
FLORIDA	0	8	0	1	0	.	.
GEORGIA	0	2	0	.	.	0	0
HAWAII	0	0	0	.	.	0	0
IDAHO	0	0	0	0	0	.	.
ILLINOIS	1	0	4	0	0	.	.
INDIANA	0	3	0	.	.	0	1
IOWA	0	0	0	.	.	0	0
KANSAS				.	.	.	.
KENTUCKY	17	0	1	.	.	1	0
LOUISIANA	0	0	0	0	0	.	.
MAINE	0	0	0	0	0	.	.
MARYLAND	0	8	1	0	0	.	.
MASSACHUSETTS	1					.	.
MICHIGAN						.	.
MINNESOTA	2	0	0	.	.	0	0
MISSISSIPPI	0	0	1	0	0	.	.
MISSOURI	24	26	0	.	.	4	0
MONTANA	0	0	0	.	.	0	0
NEBRASKA	1	0	0	0	0	.	.
NEVADA	0	0	0	2	0	.	.
NEW HAMPSHIRE	0	0	0	0	0	.	.
NEW JERSEY	2		0	.	.	0	0
NEW MEXICO	0	2	0	0	1	.	.
NEW YORK	4	1	0	0	0	.	.
NORTH CAROLINA	0	0	0	.	.	0	0
NORTH DAKOTA	1	0	0	.	.	0	0
OHIO	4	0	0	1	1	.	.
OKLAHOMA	3	0	0	0	0	.	.
OREGON	0	0	0	0	0	.	.
PENNSYLVANIA	0	0	0	.	.	0	0
PUERTO RICO	0	0	0	0	0	.	.
RHODE ISLAND	0	0	1	0	0	.	.
SOUTH CAROLINA	1	1	0	0	0	.	.
SOUTH DAKOTA	0	0	0	.	.	0	0
TENNESSEE	0	0	0	0	0	.	.
TEXAS	4	13		5	.	.	.
UTAH	0	0	0	1	0	.	.
VERMONT	0	0	0	0	0	.	.
VIRGINIA	0	0	0	0	0	.	.
WASHINGTON	0	0	0	0	0	.	.
WEST VIRGINIA	1	0	0	.	.	0	0
WISCONSIN	0	0	0	.	.	0	0
WYOMING	0	0	0	.	.	0	0
AMERICAN SAMOA	0	0	0	.	.	0	0
GUAM	0	0	0	.	.	0	0
NORTHERN MARIANAS	0	0	0	.	.	0	0
PALAU	.				.	.	.
VIRGIN ISLANDS	0	0	0	0	0	.	.
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	.	.
U.S. AND OUTLYING AREAS	68	64	18	NA[d]	NA[d]	NA[d]	NA[d]
50 STATES, D.C., & P.R.	68	64	18	NA[d]	NA[d]	NA[d]	NA[d]

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Number of Students Age 14 and Older Exiting the Educational System During the 1992-93 School Year[a]

DEAF-BLINDNESS

STATE	MOVED KNOWN TO CONTINUE*	MOVED, NOT KNOWN TO CONTINUE*	REVISED DROPPED OUT[c]*	TOTAL EXITING EDUCATIONAL SYSTEM	TOTAL EXITING SPECIAL EDUCATION*
ALABAMA	0	0	0	.	0
ALASKA	0	0	0	.	0
ARIZONA	0	0	0	.	0
ARKANSAS	0	0	0	.	0
CALIFORNIA	1	0	5	.	14
COLORADO	.	.	.	2	.
CONNECTICUT	.	.	.	.	.
DELAWARE	0	0	0	.	0
DISTRICT OF COLUMBIA	.	.	.	0	.
FLORIDA	.	.	.	9	.
GEORGIA	4	0	2	.	8
HAWAII	0	0	0	.	0
IDAHO	.	.	.	0	.
ILLINOIS	.	.	.	5	.
INDIANA	0	1	1	.	6
IOWA	0	0	0	.	0
KANSAS	.	.	.	.	.
KENTUCKY	21	0	39	.	79
LOUISIANA	.	.	.	0	.
MAINE	.	.	.	0	.
MARYLAND	.	.	.	11	.
MASSACHUSETTS	.	.	.	.	1
MICHIGAN	.	.	.	.	.
MINNESOTA	0	0	0	.	2
MISSISSIPPI	.	.	.	1	.
MISSOURI	6	10	2	.	72
MONTANA	0	0	0	.	0
NEBRASKA	.	.	.	1	.
NEVADA	.	.	.	2	.
NEW HAMPSHIRE	.	.	.	0	.
NEW JERSEY	6	18	0	.	26
NEW MEXICO	.	.	.	3	.
NEW YORK	.	.	.	5	.
NORTH CAROLINA	0	1	0	.	1
NORTH DAKOTA	0	0	0	.	1
OHIO	.	.	.	6	.
OKLAHOMA	.	.	.	3	.
OREGON	.	.	.	0	.
PENNSYLVANIA	0	0	0	.	0
PUERTO RICO	.	.	.	0	.
RHODE ISLAND	.	.	.	1	.
SOUTH CAROLINA	.	.	.	2	.
SOUTH DAKOTA	0	0	0	.	0
TENNESSEE	.	.	.	0	.
TEXAS	.	.	.	22	.
UTAH	.	.	.	1	.
VERMONT	.	.	.	0	.
VIRGINIA	.	.	.	0	.
WASHINGTON	.	.	.	0	.
WEST VIRGINIA	0	0	0	.	1
WISCONSIN	0	0	0	.	0
WYOMING	0	.	0	.	0
AMERICAN SAMOA	0	0	0	.	0
GUAM	0	0	0	.	0
NORTHERN MARIANAS	0	0	0	.	0
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	0	.
BUR. OF INDIAN AFFAIRS	.	.	.	0	.
U.S. AND OUTLYING AREAS	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]
50 STATES, D.C., & P.R.	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]

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DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AD1.SFW

Table AD1

Percentage (Based on Age 14-21 Child Count) of Students Age 14 and Older Exiting the Educational System During the 1992-93 School Year[a]

DEAF-BLINDNESS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT[b]	STATUS UNKNOWN	RETURNED TO REGULAR EDUCATION[c]	DIED[c]
ALABAMA	0.00	0.00	0.00	.	.	0.00	0.00
ALASKA	0.00	0.00	0.00	.	.	0.00	0.00
ARIZONA	.	.	.	.	.	.	.
ARKANSAS	0.00	0.00	0.00	.	.	0.00	0.00
CALIFORNIA	1.52	0.00	10.61	.	.	0.00	0.00
COLORADO	3.33	0.00	3.33	0.00	0.00	.	.
CONNECTICUT	.	.	.	.	.	.	.
DELAWARE	0.00	0.00	0.00	.	.	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00	0.00	.	.
FLORIDA	0.00	66.67	0.00	8.33	0.00	.	.
GEORGIA	0.00	14.29	0.00	.	.	0.00	0.00
HAWAII	0.00	0.00	0.00	.	.	0.00	0.00
IDAHO	0.00	0.00	0.00	0.00	0.00	.	.
ILLINOIS	5.00	0.00	20.00	0.00	0.00	.	.
INDIANA	0.00	10.71	0.00	.	.	0.00	3.57
IOWA	0.00	0.00	0.00	.	.	0.00	0.00
KANSAS	.	.	.	.	.	.	.
KENTUCKY	340.00	0.00	20.00	.	.	20.00	0.00
LOUISIANA	0.00	0.00	0.00	0.00	0.00	.	.
MAINE	0.00	0.00	0.00	0.00	0.00	.	.
MARYLAND	0.00	42.11	15.79	0.00	0.00	.	.
MASSACHUSETTS	5.56	.	.	.	.	.	.
MICHIGAN	.	.	.	.	.	.	.
MINNESOTA	40.00	0.00	0.00	.	.	0.00	0.00
MISSISSIPPI	0.00	0.00	16.67	0.00	0.00	.	.
MISSOURI	85.71	92.86	0.00	.	.	14.29	0.00
MONTANA	0.00	0.00	0.00	.	.	0.00	0.00
NEBRASKA	100.00	0.00	0.00	0.00	0.00	.	.
NEVADA	0.00	0.00	0.00	66.67	0.00	.	.
NEW HAMPSHIRE	.	.	.	.	.	.	.
NEW JERSEY	4.26	.	0.00	.	.	0.00	0.00
NEW MEXICO	0.00	28.57	0.00	0.00	14.29	.	.
NEW YORK	66.67	16.67	0.00	0.00	0.00	.	.
NORTH CAROLINA	0.00	0.00	0.00	.	.	0.00	0.00
NORTH DAKOTA	5.88	0.00	0.00	.	.	0.00	0.00
OHIO	80.00	0.00	0.00	20.00	20.00	.	.
OKLAHOMA	75.00	0.00	0.00	0.00	0.00	.	.
OREGON	0.00	0.00	0.00	0.00	0.00	.	.
PENNSYLVANIA	0.00	0.00	0.00	.	.	0.00	0.00
PUERTO RICO	0.00	0.00	0.00	0.00	0.00	.	.
RHODE ISLAND	0.00	0.00	25.00	0.00	0.00	.	.
SOUTH CAROLINA	11.11	11.11	0.00	0.00	0.00	.	.
SOUTH DAKOTA	0.00	0.00	0.00	.	.	0.00	0.00
TENNESSEE	0.00	0.00	0.00	0.00	0.00	.	.
TEXAS	10.00	32.50	.	12.50	.	.	.
UTAH	0.00	0.00	0.00	5.56	0.00	.	.
VERMONT	.	.	.	.	.	.	.
VIRGINIA	0.00	0.00	0.00	0.00	0.00	.	.
WASHINGTON	0.00	0.00	0.00	0.00	0.00	.	.
WEST VIRGINIA	9.09	0.00	0.00	.	.	0.00	0.00
WISCONSIN	0.00	0.00	0.00	.	.	0.00	0.00
WYOMING	0.00	0.00	0.00	.	.	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.
GUAM	0.00	0.00	0.00	.	.	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00	.	.
BUR. OF INDIAN AFFAIRS	0.00	0.00	0.00	0.00	0.00	.	.
U.S. AND OUTLYING AREAS	11.83	11.13	3.13	NA[d]	NA[d]	NA[d]	NA[d]
50 STATES, D.C., & P.R.	12.10	11.39	3.20	NA[d]	NA[d]	NA[d]	NA[d]

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ALABAMA	0.00	0.00	0.00	.	0.00
ALASKA	0.00	0.00	0.00	.	0.00
ARIZONA	.	.	.	.	.
ARKANSAS	0.00	0.00	0.00	.	0.00
CALIFORNIA	1.52	0.00	7.58	.	21.21
COLORADO	.	.	.	6.67	.
CONNECTICUT	.	.	.	.	.
DELAWARE	0.00	0.00	0.00	.	0.00
DISTRICT OF COLUMBIA	.	.	.	0.00	.
FLORIDA	.	.	.	75.00	.
GEORGIA	28.57	0.00	14.29	.	57.14
HAWAII	0.00	0.00	0.00	.	0.00
IDAHO	.	.	.	0.00	.
ILLINOIS	.	.	.	25.00	.
INDIANA	0.00	3.57	3.57	.	21.43
IOWA	0.00	0.00	0.00	.	0.00
KANSAS	.	.	.	.	.
KENTUCKY	420.00	0.00	780.00	.	1,580.00
LOUISIANA	.	.	.	0.00	.
MAINE	.	.	.	0.00	.
MARYLAND	.	.	.	57.89	.
MASSACHUSETTS	.	.	.	.	5.56
MICHIGAN	.	.	.	.	.
MINNESOTA	0.00	0.00	0.00	.	40.00
MISSISSIPPI	.	.	.	16.67	.
MISSOURI	21.43	35.71	7.14	.	257.14
MONTANA	0.00	0.00	0.00	.	0.00
NEBRASKA	.	.	.	100.00	.
NEVADA	.	.	.	66.67	.
NEW HAMPSHIRE	.	.	.	.	.
NEW JERSEY	12.77	38.30	0.00	.	55.32
NEW MEXICO	.	.	.	42.86	.
NEW YORK	.	.	.	83.33	.
NORTH CAROLINA	0.00	7.14	0.00	.	7.14
NORTH DAKOTA	0.00	0.00	0.00	.	5.88
OHIO	.	.	.	120.00	.
OKLAHOMA	.	.	.	75.00	.
OREGON	.	.	.	0.00	.
PENNSYLVANIA	0.00	0.00	0.00	.	0.00
PUERTO RICO	.	.	.	0.00	.
RHODE ISLAND	.	.	.	25.00	.
SOUTH CAROLINA	.	.	.	22.22	.
SOUTH DAKOTA	0.00	0.00	0.00	.	0.00
TENNESSEE	.	.	.	0.00	.
TEXAS	.	.	.	55.00	.
UTAH	.	.	.	5.56	.
VERMONT	.	.	.	.	.
VIRGINIA	.	.	.	0.00	.
WASHINGTON	.	.	.	0.00	.
WEST VIRGINIA	0.00	0.00	0.00	.	9.09
WISCONSIN	0.00	0.00	0.00	.	0.00
WYOMING	0.00	.	0.00	.	0.00
AMERICAN SAMOA	.	.	.	.	.
GUAM	0.00	0.00	0.00	.	0.00
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	0.00	.
BUR. OF INDIAN AFFAIRS	.	.	.	0.00	.
U.S. AND OUTLYING AREAS	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]
50 STATES, D.C., & P.R.	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]

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[b] "DROPPED OUT" INCLUDES ONLY THOSE STUDENTS WHO FORMALLY WITHDREW FROM SCHOOL WITHOUT COMPLETING THE EDUCATION PROGRAM.

[c] "DROPPED OUT" IS DEFINED AS THE TOTAL WHO WERE ENROLLED AT SOME POINT IN THE REPORTING YEAR, WERE NOT ENROLLED AT THE END OF THE REPORTING YEAR, AND DID NOT EXIT THROUGH ANY OF THE OTHER BASES DESCRIBED. THIS CATEGORY INCLUDES DROPOUTS, RUNAWAYS, GED RECIPIENTS, EXPULSIONS, STATUS UNKNOWN, AND OTHER EXITERS.

[d] NA INDICATES THAT NATIONAL TOTALS WERE NOT AVAILABLE BECAUSE THE CATEGORY DID NOT EXIST ON BOTH FORMS USED BY THE STATES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AD1.SFW

Table AD1

Number of Students Age 14 and Older Exiting the Educational System During the 1992-93 School Year[a]

TRAUMATIC BRAIN INJURY

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT[b]	STATUS UNKNOWN	RETURNED TO REGULAR EDUCATION[*]	DIED[*]
ALABAMA	4	0	0	.	.	1	0
ALASKA	0	0	0	.	.	0	0
ARIZONA	4	1	0	.	.	0	0
ARKANSAS	0	2	0	.	.	0	0
CALIFORNIA	6	9	3	.	.	3	0
COLORADO	5	0	0	0	1	.	.
CONNECTICUT	4	0	0	0	1	.	.
DELAWARE	0	0	0	.	.	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	.	.
FLORIDA	.	.	.	.	.	.	.
GEORGIA	0	1	1	.	.	0	0
HAWAII	0	0	0	.	.	0	0
IDAHO	2	1	0	0	0	.	.
ILLINOIS	0	0	0	0	0	.	.
INDIANA	5	1	0	.	.	2	0
IOWA	1	0	0	.	.	0	0
KANSAS	0	.	0	.	.	0	0
KENTUCKY	55	0	0	.	.	10	0
LOUISIANA	0	0	0	0	0	.	.
MAINE	4	1	1	0	0	.	.
MARYLAND	0	1	0	0	0	.	.
MASSACHUSETTS	8	.	1	.	.	5	.
MICHIGAN	.	.	.	.	.	.	.
MINNESOTA	5	0	1	.	.	0	0
MISSISSIPPI	.	.	.	.	.	.	.
MISSOURI	0	0	0	.	.	0	0
MONTANA	2	1	0	.	.	0	0
NEBRASKA	0	0	0	0	0	.	.
NEVADA	1	0	0	1	1	.	.
NEW HAMPSHIRE	0	0	0	0	0	.	.
NEW JERSEY	2	.	0	.	.	0	0
NEW MEXICO	1	0	0	1	0	.	.
NEW YORK	6	4	0	0	1	.	.
NORTH CAROLINA	3	0	0	.	.	1	0
NORTH DAKOTA	0	0	0	.	.	0	0
OHIO	5	0	0	0	0	.	.
OKLAHOMA	3	0	0	1	0	.	.
OREGON	0	0	0	0	0	.	.
PENNSYLVANIA	33	0	2	.	.	11	0
PUERTO RICO	0	0	0	0	0	.	.
RHODE ISLAND	1	0	4	0	0	.	.
SOUTH CAROLINA	0	1	0	0	0	.	.
SOUTH DAKOTA	0	0	0	.	.	0	0
TENNESSEE	5	1	0	3	2	.	.
TEXAS	0	0	.	0	.	.	.
UTAH	0	0	0	0	0	.	.
VERMONT	0	0	0	0	0	.	.
VIRGINIA	2	1	0	0	1	.	.
WASHINGTON	0	0	0	0	0	.	.
WEST VIRGINIA	13	0	0	.	.	1	0
WISCONSIN	1	0	0	.	.	0	0
WYOMING	1	0	0	.	.	0	0
AMERICAN SAMOA	0	0	0	.	.	0	0
GUAM	0	0	0	.	.	0	0
NORTHERN MARIANAS	0	0	0	.	.	0	0
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	.	.
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	.	.
U.S. AND OUTLYING AREAS	182	25	13	NA[d]	NA[d]	NA[d]	NA[d]
50 STATES, D.C., & P.R.	182	25	13	NA[d]	NA[d]	NA[d]	NA[d]

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DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AD1.SFW

Table AD1

Number of Students Age 14 and Older Exiting the Educational System During the 1992-93 School Year[a]

TRAUMATIC BRAIN INJURY

STATE	MOVED KNOWN TO CONTINUE[*]	MOVED, NOT KNOWN TO CONTINUE[*]	REVISED DROPPED OUT[c*]	TOTAL EXITING EDUCATIONAL SYSTEM	TOTAL EXITING SPECIAL EDUCATION[*]
ALABAMA	0	0	2	.	7
ALASKA	0	0	0	.	0
ARIZONA	1	1	1	.	8
ARKANSAS	0	3	0	.	5
CALIFORNIA	7	3	5	.	36
COLORADO	.	.	.	6	.
CONNECTICUT	.	.	.	5	.
DELAWARE	0	0	0	.	0
DISTRICT OF COLUMBIA	.	.	.	0	.
FLORIDA	.	.	.	.	.
GEORGIA	7	0	0	.	9
HAWAII	0	0	0	.	0
IDAHO	.	.	.	3	.
ILLINOIS	.	.	.	0	.
INDIANA	2	0	2	.	12
IOWA	0	0	0	.	1
KANSAS	0	0	0	.	0
KENTUCKY	27	0	38	.	130
LOUISIANA	.	.	.	0	.
MAINE	.	.	.	6	.
MARYLAND	.	.	.	1	.
MASSACHUSETTS	.	4	3	.	21
MICHIGAN	.	.	.	.	.
MINNESOTA	0	0	0	.	6
MISSISSIPPI	.	.	.	.	.
MISSOURI	2	0	0	.	2
MONTANA	0	0	0	.	3
NEBRASKA	.	.	.	0	.
NEVADA	.	.	.	3	.
NEW HAMPSHIRE	.	.	.	0	.
NEW JERSEY	0	0	0	.	2
NEW MEXICO	.	.	.	2	.
NEW YORK	.	.	.	11	.
NORTH CAROLINA	1	0	0	.	5
NORTH DAKOTA	0	0	0	.	0
OHIO	.	.	.	5	.
OKLAHOMA	.	.	.	4	.
OREGON	.	.	.	0	.
PENNSYLVANIA	17	32	6	.	101
PUERTO RICO	.	.	.	0	.
RHODE ISLAND	.	.	.	5	.
SOUTH CAROLINA	.	.	.	1	.
SOUTH DAKOTA	0	0	0	.	0
TENNESSEE	.	.	.	11	.
TEXAS	.	.	.	0	.
UTAH	.	.	.	0	.
VERMONT	.	.	.	0	.
VIRGINIA	.	.	.	4	.
WASHINGTON	.	.	.	0	.
WEST VIRGINIA	0	0	0	.	14
WISCONSIN	2	0	0	.	3
WYOMING	0	.	2	.	3
AMERICAN SAMOA	0	0	0	.	0
GUAM	0	0	0	.	0
NORTHERN MARIANAS	0	0	0	.	0
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	0	.
BUR. OF INDIAN AFFAIRS	.	.	.	0	.
U.S. AND OUTLYING AREAS	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]
50 STATES, D.C., & P.R.	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]

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DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AD1.SFW

416

Table AD1

Percentage (Based on Age 14-21 Child Count) of Students Age 14 and Older Exiting the Educational System During the 1992-93 School Year[a]

TRAUMATIC BRAIN INJURY

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT[b]	STATUS UNKNOWN	RETURNED TO REGULAR EDUCATION*	DIED*
ALABAMA	17.39	0.00	0.00	.	.	4.35	0.00
ALASKA	0.00	0.00	0.00	.	.	0.00	0.00
ARIZONA	44.44	11.11	0.00	.	.	0.00	0.00
ARKANSAS	0.00	13.33	0.00	.	.	0.00	0.00
CALIFORNIA	5.26	7.89	2.63	.	.	2.63	0.00
COLORADO	22.73	0.00	0.00	0.00	4.55	.	.
CONNECTICUT	30.77	0.00	0.00	0.00	7.69	.	.
DELAWARE	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.
FLORIDA	.	.	.	.	.	.	.
GEORGIA	0.00	2.86	2.86	.	.	0.00	0.00
HAWAII	0.00	0.00	0.00	.	.	0.00	0.00
IDAHO	11.76	5.88	0.00	0.00	0.00	.	.
ILLINOIS	0.00	0.00	0.00	0.00	0.00	.	.
INDIANA	10.87	2.17	0.00	.	.	4.35	0.00
IOWA	16.67	0.00	0.00	.	.	0.00	0.00
KANSAS	0.00	.	0.00	.	.	0.00	0.00
KENTUCKY	275.00	0.00	0.00	.	.	50.00	0.00
LOUISIANA	0.00	0.00	0.00	0.00	0.00	.	.
MAINE	21.05	5.26	5.26	0.00	0.00	.	.
MARYLAND	0.00	12.50	0.00	0.00	0.00	.	.
MASSACHUSETTS	5.48	.	0.68	.	.	3.42	.
MICHIGAN	.	.	.	.	.	.	.
MINNESOTA	22.73	0.00	4.55	.	.	0.00	0.00
MISSISSIPPI	.	.	.	.	.	.	.
MISSOURI	0.00	0.00	0.00	.	.	0.00	0.00
MONTANA	9.52	4.76	0.00	.	.	0.00	0.00
NEBRASKA	.	.	.	.	.	.	.
NEVADA	11.11	0.00	0.00	11.11	11.11	.	.
NEW HAMPSHIRE	.	.	.	.	.	.	.
NEW JERSEY	10.53	.	0.00	.	.	0.00	0.00
NEW MEXICO	5.56	0.00	0.00	5.56	0.00	.	.
NEW YORK	31.58	21.05	0.00	0.00	5.26	.	.
NORTH CAROLINA	37.50	0.00	0.00	.	.	12.50	0.00
NORTH DAKOTA	0.00	0.00	0.00	.	.	0.00	0.00
OHIO	41.67	0.00	0.00	0.00	0.00	.	.
OKLAHOMA	37.50	0.00	0.00	12.50	0.00	.	.
OREGON	0.00	0.00	0.00	0.00	0.00	.	.
PENNSYLVANIA	5.94	0.00	0.36	.	.	1.98	0.00
PUERTO RICO	0.00	0.00	0.00	0.00	0.00	.	.
RHODE ISLAND	20.00	0.00	80.00	0.00	0.00	.	.
SOUTH CAROLINA	0.00	9.09	0.00	0.00	0.00	.	.
SOUTH DAKOTA	0.00	0.00	0.00	.	.	0.00	0.00
TENNESSEE	10.42	2.08	0.00	6.25	4.17	.	.
TEXAS	0.00	0.00	.	0.00	.	.	.
UTAH	0.00	0.00	0.00	0.00	0.00	.	.
VERMONT	0.00	0.00	0.00	0.00	0.00	.	.
VIRGINIA	9.52	4.76	0.00	0.00	4.76	.	.
WASHINGTON	0.00	0.00	0.00	0.00	0.00	.	.
WEST VIRGINIA	100.00	0.00	0.00	.	.	7.69	0.00
WISCONSIN	6.67	0.00	0.00	.	.	0.00	0.00
WYOMING	14.29	0.00	0.00	.	.	0.00	0.00
AMERICAN SAMOA	0.00	0.00	0.00	.	.	0.00	0.00
GUAM	0.00	0.00	0.00	.	.	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00	.	.
BUR. OF INDIAN AFFAIRS	0.00	0.00	0.00	0.00	0.00	.	.
U.S. AND OUTLYING AREAS	9.66	1.33	0.69	NA[d]	NA[d]	NA[d]	NA[d]
50 STATES, D.C., & P.R.	9.71	1.33	0.69	NA[d]	NA[d]	NA[d]	NA[d]

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DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AD1.SFW

BEST COPY AVAILABLE

Table AD1

Percentage (Based on Age 14-21 Child Count) of Students Age 14 and Older Exiting the Educational System During the 1992-93 School Year[a]

TRAUMATIC BRAIN INJURY

STATE	MOVED KNOWN TO CONTINUE*	MOVED, NOT KNOWN TO CONTINUE*	REVISED DROPPED OUT[c]*	TOTAL EXITING EDUCATIONAL SYSTEM	TOTAL EXITING SPECIAL EDUCATION*
ALABAMA	0.00	0.00	8.70	.	30.43
ALASKA	0.00	0.00	0.00	.	0.00
ARIZONA	11.11	11.11	11.11	.	88.89
ARKANSAS	0.00	20.00	0.00	.	33.33
CALIFORNIA	6.14	2.63	4.39	.	31.58
COLORADO	.	.	.	27.27	.
CONNECTICUT	.	.	.	38.46	.
DELAWARE	.	.	.	.	.
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	.	.	.	.	.
GEORGIA	20.00	0.00	0.00	.	25.71
HAWAII	0.00	0.00	0.00	.	0.00
IDAHO	.	.	.	17.65	.
ILLINOIS	.	.	.	0.00	.
INDIANA	4.35	0.00	4.35	.	26.09
IOWA	0.00	0.00	0.00	.	16.67
KANSAS	0.00	0.00	0.00	.	0.00
KENTUCKY	135.00	0.00	190.00	.	650.00
LOUISIANA	.	.	.	0.00	.
MAINE	.	.	.	31.58	.
MARYLAND	.	.	.	12.50	.
MASSACHUSETTS	.	2.74	2.05	.	14.38
MICHIGAN	.	.	.	.	.
MINNESOTA	0.00	0.00	0.00	.	27.27
MISSISSIPPI	.	.	.	.	.
MISSOURI	5.88	0.00	0.00	.	5.88
MONTANA	0.00	0.00	0.00	.	14.29
NEBRASKA	.	.	.	.	.
NEVADA	.	.	.	33.33	.
NEW HAMPSHIRE	.	.	.	.	.
NEW JERSEY	0.00	0.00	0.00	.	10.53
NEW MEXICO	.	.	.	11.11	.
NEW YORK	.	.	.	57.89	.
NORTH CAROLINA	12.50	0.00	0.00	.	62.50
NORTH DAKOTA	0.00	0.00	0.00	.	0.00
OHIO	.	.	.	41.67	.
OKLAHOMA	.	.	.	50.00	.
OREGON	.	.	.	0.00	.
PENNSYLVANIA	3.06	5.76	1.08	.	18.17
PUERTO RICO	.	.	.	0.00	.
RHODE ISLAND	.	.	.	100.00	.
SOUTH CAROLINA	.	.	.	9.09	.
SOUTH DAKOTA	0.00	0.00	0.00	.	0.00
TENNESSEE	.	.	.	22.92	.
TEXAS	.	.	.	0.00	.
UTAH	.	.	.	0.00	.
VERMONT	.	.	.	0.00	.
VIRGINIA	.	.	.	19.05	.
WASHINGTON	.	.	.	0.00	.
WEST VIRGINIA	0.00	0.00	0.00	.	107.69
WISCONSIN	13.33	0.00	0.00	.	20.00
WYOMING	0.00	.	28.57	.	42.86
AMERICAN SAMOA	0.00	0.00	0.00	.	0.00
GUAM	0.00	0.00	0.00	.	0.00
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	0.00	.
BUR. OF INDIAN AFFAIRS	.	.	.	0.00	.
U.S. AND OUTLYING AREAS	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]
50 STATES, D.C., & P.R.	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]

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DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AD1.SFW

Table AD2

Number and Percentage (Based on Age 14-21 Child Count) of Students with Disabilities Exiting the Educational System/Special Education During the 1992-93 School Year[a]

ALL DISABILITIES

AGE GROUP	GRADUATED WITH DIPLOMA NUMBER	GRADUATED WITH DIPLOMA PERCENT	GRADUATED WITH CERTIFICATE NUMBER	GRADUATED WITH CERTIFICATE PERCENT	REACHED MAXIMUM AGE NUMBER	REACHED MAXIMUM AGE PERCENT	DROPPED OUT[b] NUMBER	DROPPED OUT[b] PERCENT	STATUS UNKNOWN NUMBER	STATUS UNKNOWN PERCENT	RETURNED TO REGULAR EDUCATION* NUMBER	RETURNED TO REGULAR EDUCATION* PERCENT
14	130	0.04	65	0.02	6	0.00	2,538	0.72	1,946	0.55	7,075	2.01
15	110	0.03	92	0.03	51	0.02	3,137	0.94	2,227	0.67	6,374	1.92
16	477	0.17	143	0.05	45	0.02	5,663	2.00	2,119	0.75	6,177	2.18
17	16,178	6.84	2,209	0.93	91	0.04	6,502	2.75	2,124	0.90	4,841	2.05
18	47,398	32.03	8,396	5.67	168	0.11	6,764	4.57	1,881	1.27	3,033	2.05
19	28,275	53.46	8,596	16.25	197	0.37	3,300	6.24	1,045	1.98	1,053	1.99
20	7,572	31.89	8,339	35.12	727	3.06	1,152	4.85	507	2.14	317	1.34
21+	3,661	23.91	6,892	45.01	3,811	24.89	418	2.73	563	3.68	292	1.91
14-21	103,801	7.19	34,732	2.41	5,096	0.35	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]

AGE GROUP	DIED* NUMBER	DIED* PERCENT	MOVED, KNOWN TO CONTINUE* NUMBER	MOVED, KNOWN TO CONTINUE* PERCENT	MOVED, NOT KNOWN TO CONTINUE* NUMBER	MOVED, NOT KNOWN TO CONTINUE* PERCENT	REVISED DROPPED OUT[c]* NUMBER	REVISED DROPPED OUT[c]* PERCENT	TOTAL EXITING EDUCATION SYSTEM NUMBER	TOTAL EXITING EDUCATION SYSTEM PERCENT	TOTAL EXITING SPECIAL EDUCATION* NUMBER	TOTAL EXITING SPECIAL EDUCATION* PERCENT
14	119	0.03	8,703	2.48	4,467	1.27	2,541	0.72	4,568	1.30	23,022	6.55
15	175	0.05	8,035	2.42	4,879	1.47	3,571	1.08	5,488	1.65	23,163	6.98
16	141	0.05	7,374	2.60	5,066	1.79	8,473	2.99	8,271	2.92	27,407	9.67
17	126	0.05	5,274	2.23	4,472	1.89	9,468	4.00	19,860	8.39	31,425	13.28
18	128	0.09	2,960	2.00	3,205	2.17	8,263	5.58	36,836	24.89	45,360	30.65
19	76	0.14	1,012	1.91	1,566	2.96	3,802	7.19	22,458	42.46	26,464	50.04
20	32	0.13	400	1.68	727	3.06	1,295	5.45	12,527	52.76	8,541	35.97
21+	77	0.50	317	2.07	650	4.25	591	3.86	9,317	60.85	7,955	51.96
14-21	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]

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[a] STATES WERE ALLOWED TO SELECT ONE OF TWO REPORTING FORMATS FOR EXITING. TWENTY-NINE STATES REPORTED ON THE FORM USED IN THE PAST AND 28 STATES REPORTED ON THE NEW FORM, WHICH WAS REQUIRED IN 1993-94. THE NEW FORM COLLECTED DATA IN THREE CATEGORIES THAT WERE THE SAME AS ON THE OLD FORM -- GRADUATED WITH DIPLOMA, GRADUATED THROUGH CERTIFICATION, REACHED MAXIMUM AGE -- AND SIX NEW CATEGORIES INDICATED BY ASTERISKS. TOTALS FOR THE THREE CATEGORIES THAT REMAINED THE SAME REFLECT ALL 58 STATES AND OUTLYING AREAS. SEE DATA NOTES FOR A LISTING OF STATES/OUTLYING AREAS AND THE FORM EACH STATE USED TO REPORT DATA, AS WELL AS EXPLANATIONS OF INDIVIDUAL STATE DIFFERENCES.

[b] "DROPPED OUT" INCLUDES ONLY THOSE STUDENTS WHO FORMALLY WITHDREW FROM SCHOOL WITHOUT COMPLETING THE EDUCATION PROGRAM.

[c] "DROPPED OUT" IS DEFINED AS THE TOTAL WHO WERE ENROLLED AT SOME POINT IN THE REPORTING YEAR, WERE NOT ENROLLED AT THE END OF THE REPORTING YEAR, AND DID NOT EXIT THROUGH ANY OF THE OTHER BASES DESCRIBED. THIS CATEGORY INCLUDES DROPOUTS, RUNAWAYS, GED RECIPIENTS, EXPULSIONS, STATUS UNKNOWN, AND OTHER EXITERS.

[d] NA INDICATES THAT NATIONAL TOTALS WERE NOT AVAILABLE BECAUSE THE CATEGORY DID NOT EXIST ON BOTH FORMS USED BY THE STATES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AD2.SFW

Table AD2

Number and Percentage (Based on Age 14-21 Child Count) of Students with Disabilities Exiting the Educational System/Special Education During the 1992-93 School Year[a]

SPECIFIC LEARNING DISABILITIES

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT[b]		STATUS UNKNOWN		RETURNED TO REGULAR EDUCATION*	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	79	0.04	31	0.01	1	0.00	1,868	0.83	1,063	0.47	4,182	1.87
15	59	0.03	47	0.02	3	0.00	1,818	0.87	1,198	0.57	3,926	1.88
16	276	0.16	61	0.03	13	0.01	2,979	1.70	1,155	0.66	3,998	2.28
17	11,090	7.64	1,242	0.86	33	0.02	3,773	2.60	1,164	0.80	3,051	2.10
18	33,356	38.22	4,658	5.34	57	0.07	3,909	4.48	1,128	1.29	1,880	2.15
19	19,220	84.24	4,225	18.52	58	0.25	1,876	8.22	561	2.46	594	2.60
20	4,190	80.53	4,432	85.18	85	1.63	553	10.63	186	3.57	150	2.88
21+	1,039	53.70	2,460	127.1	496	25.63	137	7.08	113	5.84	88	4.55
14-21	69,309	7.97	17,156	1.97	746	0.09	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]

AGE GROUP	DIED*		MOVED, KNOWN TO CONTINUE*		MOVED, NOT KNOWN TO CONTINUE*		REVISED DROPPED OUT[c]*		EXITING EDUCATION SYSTEM		EXITING SPECIAL EDUCATION*	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	47	0.02	5,333	2.38	2,512	1.12	1,694	0.76	2,986	1.33	13,824	6.18
15	71	0.03	4,693	2.25	2,703	1.30	2,216	1.06	3,089	1.48	13,645	6.54
16	63	0.04	4,064	2.32	2,789	1.59	4,725	2.69	4,406	2.51	15,717	8.96
17	54	0.04	2,864	1.97	2,438	1.68	5,307	3.66	12,600	8.68	18,416	12.68
18	50	0.06	1,599	1.83	1,756	2.01	4,852	5.56	24,499	28.07	28,746	32.94
19	26	0.11	491	2.15	874	3.83	2,197	9.63	13,805	60.51	16,317	71.52
20	8	0.15	157	3.02	354	6.80	671	12.90	6,631	127.4	4,155	79.86
21+	19	0.98	78	4.03	306	15.81	232	11.99	3,108	160.6	1,860	96.12
14-21	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]

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[a] STATES WERE ALLOWED TO SELECT ONE OF TWO REPORTING FORMATS FOR EXITING. TWENTY-NINE STATES REPORTED ON THE FORM USED IN THE PAST AND 28 STATES REPORTED ON THE NEW FORM, WHICH WAS REQUIRED IN 1993-94. THE NEW FORM COLLECTED DATA IN THREE CATEGORIES THAT WERE THE SAME AS ON THE OLD FORM -- GRADUATED WITH DIPLOMA, GRADUATED THROUGH CERTIFICATION, REACHED MAXIMUM AGE -- AND SIX NEW CATEGORIES INDICATED BY ASTERISKS. TOTALS FOR THE THREE CATEGORIES THAT REMAINED THE SAME REFLECT ALL 58 STATES AND OUTLYING AREAS. SEE DATA NOTES FOR A LISTING OF STATES/OUTLYING AREAS AND THE FORM EACH STATE USED TO REPORT DATA, AS WELL AS EXPLANATIONS OF INDIVIDUAL STATE DIFFERENCES.

[b] 'DROPPED OUT' INCLUDES ONLY THOSE STUDENTS WHO FORMALLY WITHDREW FROM SCHOOL WITHOUT COMPLETING THE EDUCATION PROGRAM.

[c] 'DROPPED OUT' IS DEFINED AS THE TOTAL WHO WERE ENROLLED AT SOME POINT IN THE REPORTING YEAR, WERE NOT ENROLLED AT THE END OF THE REPORTING YEAR, AND DID NOT EXIT THROUGH ANY OF THE OTHER BASES DESCRIBED. THIS CATEGORY INCLUDES DROPOUTS, RUNAWAYS, GED RECIPIENTS, EXPULSIONS, STATUS UNKNOWN, AND OTHER EXITERS.

[d] NA INDICATES THAT NATIONAL TOTALS WERE NOT AVAILABLE BECAUSE THE CATEGORY DID NOT EXIST ON BOTH FORMS USED BY THE STATES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AD2.SFW

Table AD2

Number and Percentage (Based on Age 14-21 Child Count) of Students with Disabilities Exiting the Educational System/Special Education During the 1992-93 School Year[a]

SPEECH OR LANGUAGE IMPAIRMENTS

AGE GROUP	GRADUATED WITH DIPLOMA NUMBER	GRADUATED WITH DIPLOMA PERCENT	GRADUATED WITH CERTIFICATE NUMBER	GRADUATED WITH CERTIFICATE PERCENT	REACHED MAXIMUM AGE NUMBER	REACHED MAXIMUM AGE PERCENT	DROPPED OUT[b] NUMBER	DROPPED OUT[b] PERCENT	STATUS UNKNOWN NUMBER	STATUS UNKNOWN PERCENT	RETURNED TO REGULAR EDUCATION* NUMBER	RETURNED TO REGULAR EDUCATION* PERCENT
14	19	0.12	16	0.10	0	0.00	127	0.78	196	1.21	1,810	11.18
15	16	0.14	18	0.16	25	0.22	153	1.37	157	1.41	1,124	10.09
16	28	0.35	14	0.18	0	0.00	213	2.70	83	1.05	751	9.52
17	649	11.07	38	0.65	0	0.00	159	2.71	75	1.28	483	8.24
18	1,724	58.44	130	4.41	3	0.10	140	4.75	50	1.69	260	8.81
19	819	96.58	170	20.05	2	0.24	69	8.14	23	2.71	74	8.73
20	189	64.51	89	30.38	1	0.34	15	5.12	10	3.41	23	7.85
21+	72	47.37	39	25.66	85	55.92	6	3.95	11	7.24	7	4.61
14-21	3,516	7.76	514	1.13	116	0.26	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]

AGE GROUP	DIED* NUMBER	DIED* PERCENT	MOVED, KNOWN TO CONTINUE* NUMBER	MOVED, KNOWN TO CONTINUE* PERCENT	MOVED, NOT KNOWN TO CONTINUE* NUMBER	MOVED, NOT KNOWN TO CONTINUE* PERCENT	REVISED DROPPED OUT[c]* NUMBER	REVISED DROPPED OUT[c]* PERCENT	EXITING EDUCATION SYSTEM NUMBER	EXITING EDUCATION SYSTEM PERCENT	EXITING SPECIAL EDUCATION* NUMBER	EXITING SPECIAL EDUCATION* PERCENT
14	6	0.04	355	2.19	354	2.19	209	1.29	331	2.04	2,761	17.06
15	11	0.10	212	1.90	250	2.24	164	1.47	320	2.87	1,810	16.24
16	6	0.08	162	2.05	184	2.33	265	3.36	317	4.02	1,389	17.60
17	5	0.09	119	2.03	140	2.39	280	4.78	599	10.22	1,349	23.01
18	9	0.31	64	2.17	87	2.95	219	7.42	930	31.53	1,756	59.53
19	2	0.24	29	3.42	42	4.95	90	10.61	603	71.11	717	84.55
20	2	0.68	12	4.10	28	9.56	31	10.58	186	63.48	214	73.04
21+	0	0.00	13	8.55	48	31.58	11	7.24	74	48.68	218	143.4
14-21	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]

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[a] STATES WERE ALLOWED TO SELECT ONE OF TWO REPORTING FORMATS FOR EXITING. TWENTY-NINE STATES REPORTED ON THE FORM USED IN THE PAST AND 28 STATES REPORTED ON THE NEW FORM, WHICH WAS REQUIRED IN 1993-94. THE NEW FORM COLLECTED DATA IN THREE CATEGORIES THAT WERE THE SAME AS ON THE OLD FORM -- GRADUATED WITH DIPLOMA, GRADUATED THROUGH CERTIFICATION, REACHED MAXIMUM AGE -- AND SIX NEW CATEGORIES INDICATED BY ASTERISKS. TOTALS FOR THE THREE CATEGORIES THAT REMAINED THE SAME REFLECT ALL 58 STATES AND OUTLYING AREAS. SEE DATA NOTES FOR A LISTING OF STATES/OUTLYING AREAS AND THE FORM EACH STATE USED TO REPORT DATA, AS WELL AS EXPLANATIONS OF INDIVIDUAL STATE DIFFERENCES.

[b] 'DROPPED OUT' INCLUDES ONLY THOSE STUDENTS WHO FORMALLY WITHDREW FROM SCHOOL WITHOUT COMPLETING THE EDUCATION PROGRAM.

[c] 'DROPPED OUT' IS DEFINED AS THE TOTAL WHO WERE ENROLLED AT SOME POINT IN THE REPORTING YEAR, WERE NOT ENROLLED AT THE END OF THE REPORTING YEAR, AND DID NOT EXIT THROUGH ANY OF THE OTHER BASES DESCRIBED. THIS CATEGORY INCLUDES DROPOUTS, RUNAWAYS, GED RECIPIENTS, EXPULSIONS, STATUS UNKNOWN, AND OTHER EXITERS.

[d] NA INDICATES THAT NATIONAL TOTALS WERE NOT AVAILABLE BECAUSE THE CATEGORY DID NOT EXIST ON BOTH FORMS USED BY THE STATES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AD2.SFW

Table AD2

Number and Percentage (Based on Age 14-21 Child Count) of Students with Disabilities Exiting the Educational System/Special Education During the 1992-93 School Year[a]

MENTAL RETARDATION

AGE GROUP	GRADUATED WITH DIPLOMA NUMBER	GRADUATED WITH DIPLOMA PERCENT	GRADUATED WITH CERTIFICATE NUMBER	GRADUATED WITH CERTIFICATE PERCENT	REACHED MAXIMUM AGE NUMBER	REACHED MAXIMUM AGE PERCENT	DROPPED OUT[b] NUMBER	DROPPED OUT[b] PERCENT	STATUS UNKNOWN NUMBER	STATUS UNKNOWN PERCENT	RETURNED TO REGULAR EDUCATION* NUMBER	RETURNED TO REGULAR EDUCATION* PERCENT
14	10	0.02	6	0.01	0	0.00	101	0.23	164	0.37	188	0.42
15	6	0.01	11	0.02	8	0.02	201	0.45	201	0.45	209	0.47
16	25	0.06	25	0.06	19	0.05	580	1.41	227	0.55	244	0.59
17	740	1.97	558	1.49	20	0.05	740	1.97	262	0.70	238	0.63
18	4,512	15.03	2,407	8.02	40	0.13	1,018	3.39	251	0.84	203	0.68
19	4,075	23.82	2,864	16.74	52	0.30	587	3.43	195	1.14	128	0.75
20	1,751	15.51	2,492	22.08	394	3.49	295	2.61	137	1.21	53	0.47
21+	1,599	18.54	2,942	34.11	2,129	24.69	131	1.52	180	2.09	91	1.06
14-21	12,718	5.42	11,305	4.81	2,662	1.13	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]

AGE GROUP	DIED* NUMBER	DIED* PERCENT	MOVED, KNOWN TO CONTINUE* NUMBER	MOVED, KNOWN TO CONTINUE* PERCENT	MOVED, NOT KNOWN TO CONTINUE* NUMBER	MOVED, NOT KNOWN TO CONTINUE* PERCENT	REVISED DROPPED OUT[c]* NUMBER	REVISED DROPPED OUT[c]* PERCENT	EXITING EDUCATION SYSTEM NUMBER	EXITING EDUCATION SYSTEM PERCENT	EXITING SPECIAL EDUCATION* NUMBER	EXITING SPECIAL EDUCATION* PERCENT
14	27	0.06	898	2.02	379	0.85	105	0.24	272	0.61	1,606	3.61
15	34	0.08	821	1.84	446	1.00	252	0.56	408	0.91	1,781	3.98
16	27	0.07	993	2.42	506	1.23	1,158	2.82	837	2.04	2,967	7.23
17	20	0.05	659	1.76	471	1.26	1,226	3.27	1,636	4.36	3,298	8.79
18	42	0.14	482	1.61	409	1.36	1,132	3.77	4,561	15.20	5,935	19.78
19	22	0.13	239	1.40	286	1.67	669	3.91	3,953	23.11	5,164	30.18
20	11	0.10	119	1.05	191	1.69	315	2.79	3,245	28.75	2,513	22.26
21+	20	0.23	131	1.52	166	1.92	210	2.44	3,688	42.76	3,911	45.35
14-21	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]

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[a] STATES WERE ALLOWED TO SELECT ONE OF TWO REPORTING FORMATS FOR EXITING. TWENTY-NINE STATES REPORTED ON THE FORM USED IN THE PAST AND 28 STATES REPORTED ON THE NEW FORM, WHICH WAS REQUIRED IN 1993-94. THE NEW FORM COLLECTED DATA IN THREE CATEGORIES THAT WERE THE SAME AS ON THE OLD FORM -- GRADUATED WITH DIPLOMA, GRADUATED THROUGH CERTIFICATION, REACHED MAXIMUM AGE -- AND SIX NEW CATEGORIES INDICATED BY ASTERISKS. TOTALS FOR THE THREE CATEGORIES THAT REMAINED THE SAME REFLECT ALL 58 STATES AND OUTLYING AREAS. SEE DATA NOTES FOR A LISTING OF STATES/OUTLYING AREAS AND THE FORM EACH STATE USED TO REPORT DATA, AS WELL AS EXPLANATIONS OF INDIVIDUAL STATE DIFFERENCES.

[b] "DROPPED OUT" INCLUDES ONLY THOSE STUDENTS WHO FORMALLY WITHDREW FROM SCHOOL WITHOUT COMPLETING THE EDUCATION PROGRAM.

[c] "DROPPED OUT" IS DEFINED AS THE TOTAL WHO WERE ENROLLED AT SOME POINT IN THE REPORTING YEAR, WERE NOT ENROLLED AT THE END OF THE REPORTING YEAR, AND DID NOT EXIT THROUGH ANY OF THE OTHER BASES DESCRIBED. THIS CATEGORY INCLUDES DROPOUTS, RUNAWAYS, GED RECIPIENTS, EXPULSIONS, STATUS UNKNOWN, AND OTHER EXITERS.

[d] NA INDICATES THAT NATIONAL TOTALS WERE NOT AVAILABLE BECAUSE THE CATEGORY DID NOT EXIST ON BOTH FORMS USED BY THE STATES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AD2.SFW

Table AD2

Number and Percentage (Based on Age 14-21 Child Count) of Students with Disabilities Exiting the Educational System/Special Education During the 1992-93 School Year[a]

SERIOUS EMOTIONAL DISTURBANCE

AGE GROUP	GRADUATED WITH DIPLOMA NUMBER	GRADUATED WITH DIPLOMA PERCENT	GRADUATED WITH CERTIFICATE NUMBER	GRADUATED WITH CERTIFICATE PERCENT	REACHED MAXIMUM AGE NUMBER	REACHED MAXIMUM AGE PERCENT	DROPPED OUT[b] NUMBER	DROPPED OUT[b] PERCENT	STATUS UNKNOWN NUMBER	STATUS UNKNOWN PERCENT	RETURNED TO REGULAR EDUCATION* NUMBER	RETURNED TO REGULAR EDUCATION* PERCENT
14	12	0.03	8	0.02	4	0.01	343	0.77	353	0.80	598	1.35
15	23	0.05	11	0.02	7	0.02	812	1.78	496	1.09	834	1.83
16	106	0.27	34	0.09	13	0.03	1,651	4.23	476	1.22	894	2.29
17	2,440	8.14	267	0.89	36	0.12	1,649	5.50	457	1.53	818	2.73
18	4,558	31.06	697	4.75	62	0.42	1,352	9.21	288	1.96	452	3.08
19	2,357	49.20	607	12.67	76	1.59	546	11.40	118	2.46	152	3.17
20	698	36.64	376	19.74	129	6.77	155	8.14	53	2.78	37	1.94
21+	217	24.63	474	53.80	256	29.06	25	2.84	61	6.92	44	4.99
14-21	10,411	5.75	2,474	1.37	583	0.32	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]

AGE GROUP	DIED* NUMBER	DIED* PERCENT	MOVED, KNOWN TO CONTINUE* NUMBER	MOVED, KNOWN TO CONTINUE* PERCENT	MOVED, NOT KNOWN TO CONTINUE* NUMBER	MOVED, NOT KNOWN TO CONTINUE* PERCENT	REVISED DROPPED OUT[c]* NUMBER	REVISED DROPPED OUT[c]* PERCENT	EXITING EDUCATION SYSTEM NUMBER	EXITING EDUCATION SYSTEM PERCENT	EXITING SPECIAL EDUCATION* NUMBER	EXITING SPECIAL EDUCATION* PERCENT
14	9	0.02	1,645	3.71	1,022	2.31	429	0.97	703	1.59	3,720	8.40
15	19	0.04	1,896	4.15	1,282	2.81	786	1.72	1,332	2.92	4,834	10.59
16	20	0.05	1,764	4.52	1,385	3.55	2,099	5.38	2,248	5.76	6,194	15.88
17	18	0.06	1,369	4.57	1,269	4.24	2,333	7.79	3,847	12.84	6,809	22.73
18	10	0.07	631	4.30	809	5.51	1,774	12.09	4,362	29.73	6,271	42.74
19	8	0.17	139	2.90	284	5.93	657	13.71	2,246	46.88	2,698	56.31
20	2	0.10	57	2.99	108	5.67	185	9.71	957	50.24	843	44.25
21+	7	0.79	29	3.29	71	8.06	63	7.15	704	79.91	543	61.63
14-21	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]

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[a] STATES WERE ALLOWED TO SELECT ONE OF TWO REPORTING FORMATS FOR EXITING. TWENTY-NINE STATES REPORTED ON THE FORM USED IN THE PAST AND 28 STATES REPORTED ON THE NEW FORM, WHICH WAS REQUIRED IN 1993-94. THE NEW FORM COLLECTED DATA IN THREE CATEGORIES THAT WERE THE SAME AS ON THE OLD FORM -- GRADUATED WITH DIPLOMA, GRADUATED THROUGH CERTIFICATION, REACHED MAXIMUM AGE -- AND SIX NEW CATEGORIES INDICATED BY ASTERISKS. TOTALS FOR THE THREE CATEGORIES THAT REMAINED THE SAME REFLECT ALL 58 STATES AND OUTLYING AREAS. SEE DATA NOTES FOR A LISTING OF STATES/OUTLYING AREAS AND THE FORM EACH STATE USED TO REPORT DATA, AS WELL AS EXPLANATIONS OF INDIVIDUAL STATE DIFFERENCES.

[b] "DROPPED OUT" INCLUDES ONLY THOSE STUDENTS WHO FORMALLY WITHDREW FROM SCHOOL WITHOUT COMPLETING THE EDUCATION PROGRAM.

[c] "DROPPED OUT" IS DEFINED AS THE TOTAL WHO WERE ENROLLED AT SOME POINT IN THE REPORTING YEAR, WERE NOT ENROLLED AT THE END OF THE REPORTING YEAR, AND DID NOT EXIT THROUGH ANY OF THE OTHER BASES DESCRIBED. THIS CATEGORY INCLUDES DROPOUTS, RUNAWAYS, GED RECIPIENTS, EXPULSIONS, STATUS UNKNOWN, AND OTHER EXITERS.

[d] NA INDICATES THAT NATIONAL TOTALS WERE NOT AVAILABLE BECAUSE THE CATEGORY DID NOT EXIST ON BOTH FORMS USED BY THE STATES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AD2.SFW

Table AD2

Number and Percentage (Based on Age 14-21 Child Count) of Students with Disabilities Exiting the Educational System/Special Education During the 1992-93 School Year[a]

MULTIPLE DISABILITIES

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT[b]		STATUS UNKNOWN*		RETURNED TO REGULAR EDUCATION*	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	1	0.02	2	0.03	1	0.02	37	0.56	38	0.58	29	0.44
15	0	0.00	4	0.06	5	0.08	22	0.35	41	0.66	26	0.42
16	2	0.04	1	0.02	0	0.00	42	0.75	43	0.76	30	0.53
17	163	3.18	16	0.31	1	0.02	32	0.62	38	0.74	33	0.64
18	458	10.08	110	2.42	1	0.02	49	1.08	38	0.84	21	0.46
19	263	7.94	148	4.47	3	0.09	32	0.97	26	0.79	10	0.30
20	220	7.90	346	12.43	85	3.05	15	0.54	19	0.68	8	0.29
21+	387	17.54	489	22.16	546	24.74	19	0.86	18	0.82	5	0.23
14-21	1,494	4.10	1,116	3.06	642	1.76	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]

AGE GROUP	DIED*		MOVED, KNOWN TO CONTINUE*		MOVED, NOT KNOWN TO CONTINUE*		REVISED DROPPED OUT[c]*		EXITING EDUCATION SYSTEM		EXITING SPECIAL EDUCATION*	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	8	0.12	168	2.55	56	0.85	14	0.21	79	1.20	275	4.18
15	12	0.19	152	2.44	59	0.95	20	0.32	67	1.07	274	4.39
16	9	0.16	122	2.17	47	0.83	49	0.87	88	1.56	257	4.56
17	9	0.18	86	1.68	34	0.66	89	1.74	120	2.34	381	7.43
18	8	0.18	48	1.06	31	0.68	73	1.61	266	5.86	571	12.57
19	10	0.30	35	1.06	27	0.82	31	0.94	318	9.60	267	8.06
20	5	0.18	19	0.68	14	0.50	18	0.65	463	16.63	286	10.27
21+	12	0.54	26	1.18	28	1.27	29	1.31	869	39.37	690	31.26
14-21	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]

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[a] STATES WERE ALLOWED TO SELECT ONE OF TWO REPORTING FORMATS FOR EXITING. TWENTY-NINE STATES REPORTED ON THE FORM USED IN THE PAST AND 28 STATES REPORTED ON THE NEW FORM, WHICH WAS REQUIRED IN 1993-94. THE NEW FORM COLLECTED DATA IN THREE CATEGORIES THAT WERE THE SAME AS ON THE OLD FORM -- GRADUATED WITH DIPLOMA, GRADUATED THROUGH CERTIFICATION, REACHED MAXIMUM AGE -- AND SIX NEW CATEGORIES INDICATED BY ASTERISKS. TOTALS FOR THE THREE CATEGORIES THAT REMAINED THE SAME REFLECT ALL 58 STATES AND OUTLYING AREAS. SEE DATA NOTES FOR A LISTING OF STATES/OUTLYING AREAS AND THE FORM EACH STATE USED TO REPORT DATA, AS WELL AS EXPLANATIONS OF INDIVIDUAL STATE DIFFERENCES.

[b] 'DROPPED OUT' INCLUDES ONLY THOSE STUDENTS WHO FORMALLY WITHDREW FROM SCHOOL WITHOUT COMPLETING THE EDUCATION PROGRAM.

[c] 'DROPPED OUT' IS DEFINED AS THE TOTAL WHO WERE ENROLLED AT SOME POINT IN THE REPORTING YEAR, WERE NOT ENROLLED AT THE END OF THE REPORTING YEAR, AND DID NOT EXIT THROUGH ANY OF THE OTHER BASES DESCRIBED. THIS CATEGORY INCLUDES DROPOUTS, RUNAWAYS, GED RECIPIENTS, EXPULSIONS, STATUS UNKNOWN, AND OTHER EXITERS.

[d] NA INDICATES THAT NATIONAL TOTALS WERE NOT AVAILABLE BECAUSE THE CATEGORY DID NOT EXIST ON BOTH FORMS USED BY THE STATES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AD2.SFW

Table AD2

Number and Percentage (Based on Age 14-21 Child Count) of Students with Disabilities Exiting the Educational System/Special Education During the 1992-93 School Year[a]

HEARING IMPAIRMENTS

AGE GROUP	GRADUATED WITH DIPLOMA NUMBER	GRADUATED WITH DIPLOMA PERCENT	GRADUATED WITH CERTIFICATE NUMBER	GRADUATED WITH CERTIFICATE PERCENT	REACHED MAXIMUM AGE NUMBER	REACHED MAXIMUM AGE PERCENT	DROPPED OUT[b] NUMBER	DROPPED OUT[b] PERCENT	STATUS UNKNOWN NUMBER	STATUS UNKNOWN PERCENT	RETURNED TO REGULAR EDUCATION* NUMBER	RETURNED TO REGULAR EDUCATION* PERCENT
14	5	0.11	1	0.02	0	0.00	18	0.38	44	0.94	57	1.22
15	2	0.04	1	0.02	0	0.00	12	0.27	51	1.14	41	0.91
16	4	0.10	0	0.00	0	0.00	22	0.54	37	0.92	49	1.21
17	273	7.17	29	0.76	0	0.00	24	0.63	36	0.95	45	1.18
18	815	30.93	174	6.60	0	0.00	50	1.90	43	1.63	91	3.45
19	513	47.28	229	21.11	0	0.00	23	2.12	38	3.50	42	3.87
20	173	40.14	161	37.35	9	2.09	15	3.48	16	3.71	31	7.19
21+	66	35.11	65	34.57	32	17.02	5	2.66	39	20.74	30	15.96
14-21	1,851	8.67	660	3.09	41	0.19	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]

AGE GROUP	DIED* NUMBER	DIED* PERCENT	MOVED, KNOWN TO CONTINUE* NUMBER	MOVED, KNOWN TO CONTINUE* PERCENT	MOVED, NOT KNOWN TO CONTINUE* NUMBER	MOVED, NOT KNOWN TO CONTINUE* PERCENT	REVISED DROPPED OUT[c]* NUMBER	REVISED DROPPED OUT[c]* PERCENT	EXITING EDUCATION SYSTEM NUMBER	EXITING EDUCATION SYSTEM PERCENT	EXITING SPECIAL EDUCATION* NUMBER	EXITING SPECIAL EDUCATION* PERCENT
14	3	0.06	77	1.65	43	0.92	29	0.62	64	1.37	213	4.55
15	1	0.02	68	1.52	52	1.16	17	0.38	66	1.47	179	3.99
16	2	0.05	84	2.08	45	1.11	24	0.59	61	1.51	206	5.10
17	2	0.05	53	1.39	37	0.97	51	1.34	244	6.41	306	8.04
18	1	0.04	59	2.24	29	1.10	48	1.82	589	22.35	721	27.36
19	1	0.09	27	2.49	21	1.94	53	4.88	441	40.65	506	46.64
20	0	0.00	4	0.93	8	1.86	16	3.71	252	58.47	181	42.00
21+	0	0.00	10	5.32	7	3.72	11	5.85	128	68.09	137	72.87
14-21	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]

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[a] STATES WERE ALLOWED TO SELECT ONE OF TWO REPORTING FORMATS FOR EXITING. TWENTY-NINE STATES REPORTED ON THE FORM USED IN THE PAST AND 28 STATES REPORTED ON THE NEW FORM, WHICH WAS REQUIRED IN 1993-94. THE NEW FORM COLLECTED DATA IN THREE CATEGORIES THAT WERE THE SAME AS ON THE OLD FORM -- GRADUATED WITH DIPLOMA, GRADUATED THROUGH CERTIFICATION, REACHED MAXIMUM AGE -- AND SIX NEW CATEGORIES INDICATED BY ASTERISKS. TOTALS FOR THE THREE CATEGORIES THAT REMAINED THE SAME REFLECT ALL 58 STATES AND OUTLYING AREAS. SEE DATA NOTES FOR A LISTING OF STATES/OUTLYING AREAS AND THE FORM EACH STATE USED TO REPORT DATA, AS WELL AS EXPLANATIONS OF INDIVIDUAL STATE DIFFERENCES.

[b] 'DROPPED OUT' INCLUDES ONLY THOSE STUDENTS WHO FORMALLY WITHDREW FROM SCHOOL WITHOUT COMPLETING THE EDUCATION PROGRAM.

[c] 'DROPPED OUT' IS DEFINED AS THE TOTAL WHO WERE ENROLLED AT SOME POINT IN THE REPORTING YEAR, WERE NOT ENROLLED AT THE END OF THE REPORTING YEAR, AND DID NOT EXIT THROUGH ANY OF THE OTHER BASES DESCRIBED. THIS CATEGORY INCLUDES DROPOUTS, RUNAWAYS, GED RECIPIENTS, EXPULSIONS, STATUS UNKNOWN, AND OTHER EXITERS.

[d] NA INDICATES THAT NATIONAL TOTALS WERE NOT AVAILABLE BECAUSE THE CATEGORY DID NOT EXIST ON BOTH FORMS USED BY THE STATES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AD2.SFW

Table AD2

Number and Percentage (Based on Age 14-21 Child Count) of Students with Disabilities Exiting the Educational System/Special Education During the 1992-93 School Year[a]

ORTHOPEDIC IMPAIRMENTS

AGE GROUP	GRADUATED WITH DIPLOMA NUMBER	GRADUATED WITH DIPLOMA PERCENT	GRADUATED WITH CERTIFICATE NUMBER	GRADUATED WITH CERTIFICATE PERCENT	REACHED MAXIMUM AGE NUMBER	REACHED MAXIMUM AGE PERCENT	DROPPED OUT[b] NUMBER	DROPPED OUT[b] PERCENT	STATUS UNKNOWN NUMBER	STATUS UNKNOWN PERCENT	RETURNED TO REGULAR EDUCATION* NUMBER	RETURNED TO REGULAR EDUCATION* PERCENT
14	1	0.03	0	0.00	0	0.00	4	0.12	19	0.56	57	1.68
15	1	0.03	0	0.00	2	0.06	21	0.66	20	0.63	51	1.61
16	10	0.34	5	0.17	0	0.00	40	1.36	24	0.81	68	2.30
17	205	7.90	12	0.46	0	0.00	29	1.12	19	0.73	55	2.12
18	571	30.75	78	4.20	0	0.00	111	5.98	23	1.24	47	2.53
19	373	37.98	111	11.30	1	0.10	90	9.16	39	3.97	17	1.73
20	157	23.40	123	18.33	7	1.04	59	8.79	41	6.11	9	1.34
21+	133	26.76	92	18.51	107	21.53	30	6.04	80	16.10	19	3.82
14-21	1,451	9.00	421	2.61	117	0.73	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]

AGE GROUP	DIED* NUMBER	DIED* PERCENT	MOVED, KNOWN TO CONTINUE* NUMBER	MOVED, KNOWN TO CONTINUE* PERCENT	MOVED, NOT KNOWN TO CONTINUE* NUMBER	MOVED, NOT KNOWN TO CONTINUE* PERCENT	REVISED DROPPED OUT[c]* NUMBER	REVISED DROPPED OUT[c]* PERCENT	EXITING EDUCATION SYSTEM NUMBER	EXITING EDUCATION SYSTEM PERCENT	EXITING SPECIAL EDUCATION* NUMBER	EXITING SPECIAL EDUCATION* PERCENT
14	9	0.27	52	1.53	26	0.77	15	0.44	23	0.68	160	4.72
15	16	0.50	47	1.48	22	0.69	31	0.98	42	1.32	169	5.32
16	11	0.37	45	1.52	29	0.98	39	1.32	76	2.57	195	6.61
17	9	0.35	37	1.43	20	0.77	50	1.93	196	7.55	240	9.24
18	5	0.27	21	1.13	27	1.45	42	2.26	532	28.65	393	21.16
19	4	0.41	20	2.04	10	1.02	26	2.65	429	43.69	262	26.68
20	3	0.45	11	1.64	2	0.30	23	3.43	296	44.11	139	20.72
21+	9	1.81	13	2.62	8	1.61	16	3.22	240	48.29	267	53.72
14-21	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]

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[a] STATES WERE ALLOWED TO SELECT ONE OF TWO REPORTING FORMATS FOR EXITING. TWENTY-NINE STATES REPORTED ON THE FORM USED IN THE PAST AND 28 STATES REPORTED ON THE NEW FORM, WHICH WAS REQUIRED IN 1993-94. THE NEW FORM COLLECTED DATA IN THREE CATEGORIES THAT WERE THE SAME AS ON THE OLD FORM -- GRADUATED WITH DIPLOMA, GRADUATED THROUGH CERTIFICATION, REACHED MAXIMUM AGE -- AND SIX NEW CATEGORIES INDICATED BY ASTERISKS. TOTALS FOR THE THREE CATEGORIES THAT REMAINED THE SAME REFLECT ALL 58 STATES AND OUTLYING AREAS. SEE DATA NOTES FOR A LISTING OF STATES/OUTLYING AREAS AND THE FORM EACH STATE USED TO REPORT DATA, AS WELL AS EXPLANATIONS OF INDIVIDUAL STATE DIFFERENCES.

[b] 'DROPPED OUT' INCLUDES ONLY THOSE STUDENTS WHO FORMALLY WITHDREW FROM SCHOOL WITHOUT COMPLETING THE EDUCATION PROGRAM.

[c] 'DROPPED OUT' IS DEFINED AS THE TOTAL WHO WERE ENROLLED AT SOME POINT IN THE REPORTING YEAR, WERE NOT ENROLLED AT THE END OF THE REPORTING YEAR, AND DID NOT EXIT THROUGH ANY OF THE OTHER BASES DESCRIBED. THIS CATEGORY INCLUDES DROPOUTS, RUNAWAYS, GED RECIPIENTS, EXPULSIONS, STATUS UNKNOWN, AND OTHER EXITERS.

[d] NA INDICATES THAT NATIONAL TOTALS WERE NOT AVAILABLE BECAUSE THE CATEGORY DID NOT EXIST ON BOTH FORMS USED BY THE STATES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AD2.SFW

Table AD2

Number and Percentage (Based on Age 14-21 Child Count) of Students with Disabilities Exiting the Educational System/Special Education During the 1992-93 School Year[a]

OTHER HEALTH IMPAIRMENTS

AGE GROUP	GRADUATED WITH DIPLOMA NUMBER	GRADUATED WITH DIPLOMA PERCENT	GRADUATED WITH CERTIFICATE NUMBER	GRADUATED WITH CERTIFICATE PERCENT	REACHED MAXIMUM AGE NUMBER	REACHED MAXIMUM AGE PERCENT	DROPPED OUT[b] NUMBER	DROPPED OUT[b] PERCENT	STATUS UNKNOWN NUMBER	STATUS UNKNOWN PERCENT	RETURNED TO REGULAR EDUCATION* NUMBER	RETURNED TO REGULAR EDUCATION* PERCENT
14	2	0.04	0	0.00	0	0.00	23	0.47	44	0.89	128	2.59
15	1	0.02	0	0.00	1	0.02	86	1.68	39	0.76	136	2.66
16	18	0.38	3	0.06	0	0.00	123	2.60	42	0.89	112	2.37
17	411	10.26	31	0.77	1	0.02	73	1.82	51	1.27	89	2.22
18	888	41.93	76	3.59	3	0.14	77	3.64	43	2.03	58	2.74
19	359	44.49	186	23.05	3	0.37	32	3.97	30	3.72	22	2.73
20	99	28.21	182	51.85	9	2.56	7	1.99	30	8.55	3	0.85
21+	37	21.76	149	87.65	48	28.24	3	1.76	48	28.24	1	0.59
14-21	1,815	8.16	627	2.82	65	0.29	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]

AGE GROUP	DIED* NUMBER	DIED* PERCENT	MOVED, KNOWN TO CONTINUE* NUMBER	MOVED, KNOWN TO CONTINUE* PERCENT	MOVED, NOT KNOWN TO CONTINUE* NUMBER	MOVED, NOT KNOWN TO CONTINUE* PERCENT	REVISED DROPPED OUT[c]* NUMBER	REVISED DROPPED OUT[c]* PERCENT	EXITING EDUCATION SYSTEM NUMBER	EXITING EDUCATION SYSTEM PERCENT	EXITING SPECIAL EDUCATION* NUMBER	EXITING SPECIAL EDUCATION* PERCENT
14	8	0.16	109	2.21	32	0.65	36	0.73	68	1.38	314	6.36
15	8	0.16	80	1.56	32	0.63	61	1.19	126	2.46	318	6.21
16	2	0.04	71	1.50	37	0.78	68	1.44	186	3.93	290	6.13
17	8	0.20	44	1.10	17	0.42	85	2.12	431	10.76	379	9.46
18	3	0.14	28	1.32	20	0.94	55	2.60	768	36.26	483	22.80
19	0	0.00	17	2.11	7	0.87	47	5.82	442	54.77	261	32.34
20	1	0.28	10	2.85	6	1.71	22	6.27	269	76.64	100	28.49
21+	6	3.53	2	1.18	0	0.00	5	2.94	233	137.1	66	38.82
14-21	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]

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[a] STATES WERE ALLOWED TO SELECT ONE OF TWO REPORTING FORMATS FOR EXITING. TWENTY-NINE STATES REPORTED ON THE FORM USED IN THE PAST AND 28 STATES REPORTED ON THE NEW FORM, WHICH WAS REQUIRED IN 1993-94. THE NEW FORM COLLECTED DATA IN THREE CATEGORIES THAT WERE THE SAME AS ON THE OLD FORM -- GRADUATED WITH DIPLOMA, GRADUATED THROUGH CERTIFICATION, REACHED MAXIMUM AGE -- AND SIX NEW CATEGORIES INDICATED BY ASTERISKS. TOTALS FOR THE THREE CATEGORIES THAT REMAINED THE SAME REFLECT ALL 58 STATES AND OUTLYING AREAS. SEE DATA NOTES FOR A LISTING OF STATES/OUTLYING AREAS AND THE FORM EACH STATE USED TO REPORT DATA, AS WELL AS EXPLANATIONS OF INDIVIDUAL STATE DIFFERENCES.

[b] "DROPPED OUT" INCLUDES ONLY THOSE STUDENTS WHO FORMALLY WITHDREW FROM SCHOOL WITHOUT COMPLETING THE EDUCATION PROGRAM.

[c] "DROPPED OUT" IS DEFINED AS THE TOTAL WHO WERE ENROLLED AT SOME POINT IN THE REPORTING YEAR, WERE NOT ENROLLED AT THE END OF THE REPORTING YEAR, AND DID NOT EXIT THROUGH ANY OF THE OTHER BASES DESCRIBED. THIS CATEGORY INCLUDES DROPOUTS, RUNAWAYS, GED RECIPIENTS, EXPULSIONS, STATUS UNKNOWN, AND OTHER EXITERS.

[d] NA INDICATES THAT NATIONAL TOTALS WERE NOT AVAILABLE BECAUSE THE CATEGORY DID NOT EXIST ON BOTH FORMS USED BY THE STATES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AD2.SFW

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Table AD2

Number and Percentage (Based on Age 14-21 Child Count) of Students with Disabilities Exiting the Educational System/Special Education During the 1992-93 School Year[a]

VISUAL IMPAIRMENTS

AGE GROUP	GRADUATED WITH DIPLOMA NUMBER	GRADUATED WITH DIPLOMA PERCENT	GRADUATED WITH CERTIFICATE NUMBER	GRADUATED WITH CERTIFICATE PERCENT	REACHED MAXIMUM AGE NUMBER	REACHED MAXIMUM AGE PERCENT	DROPPED OUT[b] NUMBER	DROPPED OUT[b] PERCENT	STATUS UNKNOWN NUMBER	STATUS UNKNOWN PERCENT	RETURNED TO REGULAR EDUCATION* NUMBER	RETURNED TO REGULAR EDUCATION* PERCENT
14	1	0.06	1	0.06	0	0.00	14	0.78	18	1.00	10	0.55
15	2	0.11	0	0.00	0	0.00	8	0.45	13	0.74	20	1.14
16	7	0.41	0	0.00	0	0.00	9	0.52	23	1.33	18	1.04
17	174	11.54	6	0.40	0	0.00	14	0.93	12	0.80	17	1.13
18	379	41.79	32	3.53	1	0.11	55	6.06	13	1.43	6	0.66
19	199	46.71	31	7.28	1	0.23	40	9.39	5	1.17	7	1.64
20	60	22.06	94	34.56	3	1.10	35	12.87	5	1.84	1	0.37
21+	50	37.31	96	71.64	26	19.40	60	44.78	8	5.97	1	0.75
14-21	872	10.21	260	3.05	31	0.36	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]

AGE GROUP	DIED* NUMBER	DIED* PERCENT	MOVED, KNOWN TO CONTINUE* NUMBER	MOVED, KNOWN TO CONTINUE* PERCENT	MOVED, NOT KNOWN TO CONTINUE* NUMBER	MOVED, NOT KNOWN TO CONTINUE* PERCENT	REVISED DROPPED OUT[c]* NUMBER	REVISED DROPPED OUT[c]* PERCENT	EXITING EDUCATION SYSTEM NUMBER	EXITING EDUCATION SYSTEM PERCENT	EXITING SPECIAL EDUCATION* NUMBER	EXITING SPECIAL EDUCATION* PERCENT
14	1	0.06	30	1.66	23	1.27	4	0.22	32	1.77	70	3.88
15	3	0.17	32	1.82	12	0.68	11	0.62	23	1.31	78	4.43
16	1	0.06	33	1.91	22	1.28	24	1.39	38	2.20	99	5.74
17	1	0.07	10	0.66	22	1.46	17	1.13	149	9.88	124	8.22
18	0	0.00	10	1.10	24	2.65	25	2.76	274	30.21	271	29.88
19	2	0.47	3	0.70	9	2.11	13	3.05	181	42.49	129	30.28
20	0	0.00	3	1.10	4	1.47	6	2.21	167	61.40	44	16.18
21+	4	2.99	2	1.49	9	6.72	7	5.22	178	132.8	85	63.43
14-21	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]

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[a] STATES WERE ALLOWED TO SELECT ONE OF TWO REPORTING FORMATS FOR EXITING. TWENTY-NINE STATES REPORTED ON THE FORM USED IN THE PAST AND 28 STATES REPORTED ON THE NEW FORM, WHICH WAS REQUIRED IN 1993-94. THE NEW FORM COLLECTED DATA IN THREE CATEGORIES THAT WERE THE SAME AS ON THE OLD FORM -- GRADUATED WITH DIPLOMA, GRADUATED THROUGH CERTIFICATION, REACHED MAXIMUM AGE -- AND SIX NEW CATEGORIES INDICATED BY ASTERISKS. TOTALS FOR THE THREE CATEGORIES THAT REMAINED THE SAME REFLECT ALL 58 STATES AND OUTLYING AREAS. SEE DATA NOTES FOR A LISTING OF STATES/OUTLYING AREAS AND THE FORM EACH STATE USED TO REPORT DATA, AS WELL AS EXPLANATIONS OF INDIVIDUAL STATE DIFFERENCES.

[b] "DROPPED OUT" INCLUDES ONLY THOSE STUDENTS WHO FORMALLY WITHDREW FROM SCHOOL WITHOUT COMPLETING THE EDUCATION PROGRAM.

[c] "DROPPED OUT" IS DEFINED AS THE TOTAL WHO WERE ENROLLED AT SOME POINT IN THE REPORTING YEAR, WERE NOT ENROLLED AT THE END OF THE REPORTING YEAR, AND DID NOT EXIT THROUGH ANY OF THE OTHER BASES DESCRIBED. THIS CATEGORY INCLUDES DROPOUTS, RUNAWAYS, GED RECIPIENTS, EXPULSIONS, STATUS UNKNOWN, AND OTHER EXITERS.

[d] NA INDICATES THAT NATIONAL TOTALS WERE NOT AVAILABLE BECAUSE THE CATEGORY DID NOT EXIST ON BOTH FORMS USED BY THE STATES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AD2.SFW

428

Table AD2

Number and Percentage (Based on Age 14-21 Child Count) of Students with Disabilities Exiting the Educational System/Special Education During the 1992-93 School Year[a]

AUTISM

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT[b]		STATUS UNKNOWN		RETURNED TO REGULAR EDUCATION*	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	0	0.00	0	0.00	0	0.00	1	0.12	6	0.72	11	1.32
15	0	0.00	0	0.00	0	0.00	3	0.39	9	1.17	4	0.52
16	0	0.00	0	0.00	0	0.00	3	0.40	9	1.21	5	0.67
17	9	1.34	9	1.34	0	0.00	4	0.59	9	1.34	7	1.04
18	44	6.77	9	1.38	0	0.00	1	0.15	4	0.62	3	0.46
19	20	4.08	15	3.06	0	0.00	3	0.61	5	1.02	5	1.02
20	10	2.61	27	7.05	0	0.00	0	0.00	10	2.61	2	0.52
21+	31	7.35	50	11.85	62	14.69	2	0.47	5	1.18	2	0.47
14-21	114	2.30	110	2.22	62	1.25	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]

AGE GROUP	DIED*		MOVED, KNOWN TO CONTINUE*		MOVED, NOT KNOWN TO CONTINUE*		REVISED DROPPED OUT[c]*		EXITING EDUCATION SYSTEM		EXITING SPECIAL EDUCATION*	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	1	0.12	12	1.44	11	1.32	2	0.24	7	0.84	37	4.44
15	0	0.00	16	2.08	10	1.30	3	0.39	12	1.56	33	4.28
16	0	0.00	13	1.75	10	1.35	4	0.54	12	1.62	32	4.32
17	0	0.00	11	1.63	11	1.63	7	1.04	23	3.41	44	6.53
18	0	0.00	7	1.08	1	0.15	14	2.15	17	2.62	66	10.15
19	0	0.00	8	1.63	2	0.41	4	0.82	20	4.08	42	8.57
20	0	0.00	6	1.57	4	1.04	4	1.04	37	9.66	26	6.79
21+	0	0.00	13	3.08	3	0.71	2	0.47	59	13.98	111	26.30
14-21	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]

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[a] STATES WERE ALLOWED TO SELECT ONE OF TWO REPORTING FORMATS FOR EXITING. TWENTY-NINE STATES REPORTED ON THE FORM USED IN THE PAST AND 28 STATES REPORTED ON THE NEW FORM, WHICH WAS REQUIRED IN 1993-94. THE NEW FORM COLLECTED DATA IN THREE CATEGORIES THAT WERE THE SAME AS ON THE OLD FORM -- GRADUATED WITH DIPLOMA, GRADUATED THROUGH CERTIFICATION, REACHED MAXIMUM AGE -- AND SIX NEW CATEGORIES INDICATED BY ASTERISKS. TOTALS FOR THE THREE CATEGORIES THAT REMAINED THE SAME REFLECT ALL 58 STATES AND OUTLYING AREAS. SEE DATA NOTES FOR A LISTING OF STATES/OUTLYING AREAS AND THE FORM EACH STATE USED TO REPORT DATA, AS WELL AS EXPLANATIONS OF INDIVIDUAL STATE DIFFERENCES.

[b] 'DROPPED OUT' INCLUDES ONLY THOSE STUDENTS WHO FORMALLY WITHDREW FROM SCHOOL WITHOUT COMPLETING THE EDUCATION PROGRAM.

[c] 'DROPPED OUT' IS DEFINED AS THE TOTAL WHO WERE ENROLLED AT SOME POINT IN THE REPORTING YEAR, WERE NOT ENROLLED AT THE END OF THE REPORTING YEAR, AND DID NOT EXIT THROUGH ANY OF THE OTHER BASES DESCRIBED. THIS CATEGORY INCLUDES DROPOUTS, RUNAWAYS, GED RECIPIENTS, EXPULSIONS, STATUS UNKNOWN, AND OTHER EXITERS.

[d] NA INDICATES THAT NATIONAL TOTALS WERE NOT AVAILABLE BECAUSE THE CATEGORY DID NOT EXIST ON BOTH FORMS USED BY THE STATES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AD2.SFW

Table AD2

Number and Percentage (Based on Age 14-21 Child Count) of Students with Disabilities Exiting the Educational System/Special Education During the 1992-93 School Year[a]

DEAF-BLINDNESS

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT[b]		STATUS UNKNOWN		RETURNED TO REGULAR EDUCATION*	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	0	0.00	0	0.00	0	0.00	2	2.38	0	0.00	2	2.38
15	0	0.00	0	0.00	0	0.00	1	1.16	0	0.00	0	0.00
16	0	0.00	0	0.00	0	0.00	1	1.18	0	0.00	2	2.35
17	9	11.84	0	0.00	0	0.00	3	3.95	1	1.32	0	0.00
18	29	32.58	11	12.36	0	0.00	1	1.12	0	0.00	1	1.12
19	18	26.87	7	10.45	0	0.00	0	0.00	1	1.49	0	0.00
20	9	15.00	14	23.33	5	8.33	2	3.33	0	0.00	0	0.00
21+	3	10.71	32	114.3	13	46.43	0	0.00	0	0.00	0	0.00
14-21	68	11.83	64	11.13	18	3.13	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]

AGE GROUP	DIED*		MOVED, KNOWN TO CONTINUE*		MOVED, NOT KNOWN TO CONTINUE*		REVISED DROPPED OUT[c]*		EXITING EDUCATION SYSTEM*		EXITING SPECIAL EDUCATION*	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	0	0.00	11	13.10	0	0.00	3	3.57	2	2.38	16	19.05
15	0	0.00	3	3.49	8	9.30	6	6.98	1	1.16	17	19.77
16	0	0.00	12	14.12	8	9.41	5	5.88	1	1.18	27	31.76
17	0	0.00	9	11.84	6	7.89	13	17.11	7	9.21	34	44.74
18	0	0.00	2	2.25	5	5.62	9	10.11	8	8.99	50	56.18
19	1	1.49	1	1.49	2	2.99	9	13.43	8	11.94	31	46.27
20	0	0.00	0	0.00	1	1.67	2	3.33	20	33.33	13	21.67
21+	0	0.00	0	0.00	0	0.00	2	7.14	27	96.43	23	82.14
14-21	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]

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DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AD2.SFW

Table AD2

Number and Percentage (Based on Age 14-21 Child Count) of Students with Disabilities Exiting the Educational System/Special Education During the 1992-93 School Year[a]

TRAUMATIC BRAIN INJURY

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT[b]		STATUS UNKNOWN		RETURNED TO REGULAR EDUCATION*	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	0	0.00	0	0.00	0	0.00	0	0.00	1	0.37	3	1.12
15	0	0.00	0	0.00	0	0.00	0	0.00	2	0.59	3	0.89
16	1	0.32	0	0.00	0	0.00	0	0.00	0	0.00	6	1.90
17	15	4.30	1	0.29	0	0.00	2	0.57	0	0.00	5	1.43
18	64	22.54	14	4.93	1	0.35	1	0.35	0	0.00	11	3.87
19	59	38.31	3	1.95	1	0.65	2	1.30	4	2.60	2	1.30
20	16	15.69	3	2.94	0	0.00	1	0.98	0	0.00	0	0.00
21+	27	36.99	4	5.48	11	15.07	0	0.00	0	0.00	4	5.48
14-21	182	9.66	25	1.33	13	0.69	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]

AGE GROUP	DIED*		MOVED, KNOWN TO CONTINUE*		MOVED, NOT KNOWN TO CONTINUE*		REVISED DROPPED OUT[c]*		EXITING EDUCATION SYSTEM		EXITING SPECIAL EDUCATION*	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	0	0.00	13	4.83	9	3.35	1	0.37	1	0.37	26	9.67
15	0	0.00	15	4.45	3	0.89	4	1.19	2	0.59	25	7.42
16	0	0.00	11	3.48	4	1.27	13	4.11	1	0.32	34	10.76
17	0	0.00	13	3.72	7	2.01	10	2.87	8	2.29	45	12.89
18	0	0.00	9	3.17	7	2.46	20	7.04	30	10.56	97	34.15
19	0	0.00	3	1.95	2	1.30	6	3.90	12	7.79	70	45.45
20	0	0.00	2	1.96	7	6.86	2	1.96	4	3.92	27	26.47
21+	0	0.00	0	0.00	4	5.48	3	4.11	9	12.33	44	60.27
14-21	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]	NA[d]

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DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AD2.SFW

Table AF1

Estimated Resident Population for Children Age 3-21

STATE	NUMBER 1976-77	NUMBER 1992-93	NUMBER 1993-94	CHANGE IN NUMBER 1993-94 LESS 1976-77	CHANGE IN NUMBER 1993-94 LESS 1992-93	PERCENTAGE CHANGE IN NUMBER 1993-94 LESS 1976-77	PERCENTAGE CHANGE IN NUMBER 1993-94 LESS 1992-93
ALABAMA	1,276,000	1,155,768	1,150,796	-125,204	-4,972	-9.81	-0.43
ALASKA	171,000	184,188	190,048	19,048	5,860	11.14	3.18
ARIZONA	788,000	1,065,950	1,087,540	299,540	21,590	38.01	2.03
ARKANSAS	704,000	670,305	676,241	-27,759	5,936	-3.94	0.89
CALIFORNIA	7,092,000	8,404,782	8,494,967	1,402,967	90,185	19.78	1.07
COLORADO	900,000	942,826	968,237	68,237	25,411	7.58	2.70
CONNECTICUT	1,021,000	794,300	793,603	-227,397	-697	-22.27	-0.09
DELAWARE	205,000	178,772	179,541	-25,459	769	-12.42	0.43
DISTRICT OF COLUMBIA	227,000	125,646	119,587	-107,413	-6,059	-47.32	-4.82
FLORIDA	2,525,000	3,194,673	3,245,308	720,308	50,635	28.53	1.58
GEORGIA	1,778,000	1,896,573	1,927,741	149,741	31,168	8.42	1.64
HAWAII	321,000	302,533	308,221	-12,779	5,688	-3.98	1.88
IDAHO	297,000	340,956	350,546	53,546	9,590	18.03	2.81
ILLINOIS	3,802,000	3,140,735	3,151,782	-650,218	11,047	-17.10	0.35
INDIANA	1,854,000	1,565,409	1,564,553	-289,447	-856	-15.61	-0.05
IOWA	970,000	779,259	776,089	-193,911	-3,170	-19.99	-0.41
KANSAS	763,000	708,859	713,268	-49,732	4,409	-6.52	0.62
KENTUCKY	1,181,000	1,042,458	1,044,565	-136,435	2,107	-11.55	0.20
LOUISIANA	1,444,000	1,299,403	1,297,078	-146,922	-2,325	-10.17	-0.18
MAINE	368,000	327,976	328,943	-39,057	967	-10.61	0.29
MARYLAND	1,437,000	1,248,747	1,263,030	-173,970	14,283	-12.11	1.14
MASSACHUSETTS	1,930,000	1,453,544	1,442,646	-487,354	-10,898	-25.25	-0.75
MICHIGAN	3,267,000	2,629,520	2,634,648	-632,352	5,128	-19.36	0.20
MINNESOTA	1,393,000	1,247,292	1,267,385	-125,615	20,093	-9.02	1.61
MISSISSIPPI	882,000	804,162	806,963	-75,037	2,801	-8.51	0.35
MISSOURI	1,587,000	1,414,507	1,424,982	-162,018	10,475	-10.21	0.74
MONTANA	265,000	237,166	244,597	-20,403	7,431	-7.70	3.13
NEBRASKA	528,000	460,216	462,186	-65,814	1,970	-12.46	0.43
NEVADA	211,000	336,618	351,039	140,039	14,421	66.37	4.28
NEW HAMPSHIRE	281,000	292,214	295,373	14,373	3,159	5.11	1.08
NEW JERSEY	2,398,000	1,914,046	1,938,259	-459,741	24,213	-19.17	1.27
NEW MEXICO	447,000	480,608	491,856	44,856	11,248	10.03	2.34
NEW YORK	5,814,000	4,574,769	4,579,146	-1,234,854	4,377	-21.24	0.10
NORTH CAROLINA	1,883,000	1,789,361	1,807,451	-75,549	18,090	-4.01	1.01
NORTH DAKOTA	230,000	183,594	183,212	-46,788	-382	-20.34	-0.21
OHIO	3,687,000	2,982,279	2,992,418	-694,582	10,139	-18.84	0.34
OKLAHOMA	906,000	910,566	918,744	12,744	8,178	1.41	0.90
OREGON	752,000	796,281	813,502	61,502	17,221	8.18	2.16
PENNSYLVANIA	3,793,000	3,018,856	3,017,814	-775,186	-1,042	-20.44	-0.03
PUERTO RICO	.	.	.	.	.	.	.
RHODE ISLAND	308,000	248,603	244,380	-63,620	-4,223	-20.66	-1.70
SOUTH CAROLINA	1,035,000	1,013,215	1,012,933	-22,067	-282	-2.13	-0.03
SOUTH DAKOTA	241,000	212,441	216,254	-24,746	3,813	-10.27	1.79
TENNESSEE	1,413,000	1,335,112	1,346,819	-66,181	11,707	-4.68	0.88
TEXAS	4,446,000	5,237,382	5,315,955	869,955	78,573	19.57	1.50
UTAH	481,000	675,822	690,260	209,260	14,438	43.51	2.14
VERMONT	168,000	154,802	154,007	-13,993	-795	-8.33	-0.51
VIRGINIA	1,754,000	1,658,593	1,674,928	-79,072	16,335	-4.51	0.98
WASHINGTON	1,217,000	1,393,266	1,431,406	214,406	38,140	17.62	2.74
WEST VIRGINIA	592,000	487,541	482,975	-109,025	-4,566	-18.42	-0.94
WISCONSIN	1,613,000	1,396,590	1,407,063	-205,937	10,473	-12.77	0.75
WYOMING	136,000	145,920	147,632	11,632	1,712	8.55	1.17
AMERICAN SAMOA	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
50 STATES AND D.C.	72,782,000	68,855,004	69,428,517	-3,353,483	573,513	-4.61	0.83

POPULATION COUNTS ARE JULY ESTIMATES FROM THE U.S. BUREAU OF THE CENSUS.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AF1.SFW

Table AF2

Estimated Resident Population for Children Birth Through Age 2

	NUMBER			CHANGE IN NUMBER		PERCENTAGE CHANGE IN NUMBER	
STATE	1976-77	1992-93	1993-94	1993-94 LESS 1976-77	1993-94 LESS 1992-93	1993-94 LESS 1976-77	1993-94 LESS 1992-93
ALABAMA	168,571	181,666	181,899	13,328	233	7.91	0.13
ALASKA	22,985	34,685	33,995	11,010	-690	47.90	-1.99
ARIZONA	119,758	197,480	196,188	76,430	-1,292	63.82	-0.65
ARKANSAS	101,600	103,552	102,777	1,177	-775	1.16	-0.75
CALIFORNIA	905,356	1,741,441	1,750,520	845,164	9,079	93.35	0.52
COLORADO	119,945	157,567	160,460	40,515	2,893	33.78	1.84
CONNECTICUT	107,425	144,671	137,767	30,342	-6,904	28.24	-4.77
DELAWARE	24,031	31,959	31,924	7,893	-35	32.85	-0.11
DISTRICT OF COLUMBIA	21,879	26,056	24,195	2,316	-1,861	10.59	-7.14
FLORIDA	326,497	575,384	569,524	243,027	-5,860	74.43	-1.02
GEORGIA	238,240	323,000	325,338	87,098	2,338	36.56	0.72
HAWAII	44,038	57,181	57,865	13,827	684	31.40	1.20
IDAHO	48,199	49,643	51,318	3,119	1,675	6.47	3.37
ILLINOIS	480,209	552,410	555,545	75,336	3,135	15.69	0.57
INDIANA	241,571	245,922	242,863	1,292	-3,059	0.53	-1.24
IOWA	120,258	115,341	111,648	-8,610	-3,693	-7.16	-3.20
KANSAS	97,703	111,450	109,060	11,357	-2,390	11.62	-2.14
KENTUCKY	159,859	156,245	156,966	-2,893	721	-1.81	0.46
LOUISIANA	191,706	206,207	206,617	14,911	410	7.78	0.20
MAINE	45,342	49,222	46,520	1,178	-2,702	2.60	-5.49
MARYLAND	151,497	234,092	224,834	73,337	-9,258	48.41	-3.95
MASSACHUSETTS	199,539	265,433	254,606	55,067	-10,827	27.60	-4.08
MICHIGAN	398,356	438,780	411,802	13,446	-26,978	3.38	-6.15
MINNESOTA	168,494	198,788	193,956	25,462	-4,832	15.11	-2.43
MISSISSIPPI	124,496	123,935	126,082	1,586	2,147	1.27	1.73
MISSOURI	199,462	227,047	222,191	22,729	-4,856	11.40	-2.14
MONTANA	35,337	34,073	34,437	-900	364	-2.55	1.07
NEBRASKA	68,482	71,060	67,649	-833	-3,411	-1.22	-4.80
NEVADA	27,087	64,567	66,064	38,977	1,497	143.90	2.32
NEW HAMPSHIRE	34,650	48,700	46,280	11,630	-2,420	33.56	-4.97
NEW JERSEY	274,354	350,843	349,884	75,530	-959	27.53	-0.27
NEW MEXICO	62,481	80,656	82,771	20,290	2,115	32.47	2.62
NEW YORK	671,964	841,709	832,200	160,236	-9,509	23.85	-1.13
NORTH CAROLINA	241,141	298,811	301,792	60,651	2,981	25.15	1.00
NORTH DAKOTA	29,281	26,300	25,659	-3,622	-641	-12.37	-2.44
OHIO	455,603	477,953	485,629	30,026	7,676	6.59	1.61
OKLAHOMA	126,448	139,809	140,632	14,184	823	11.22	0.59
OREGON	102,271	126,503	124,222	21,951	-2,281	21.46	-1.80
PENNSYLVANIA	436,681	489,512	481,857	45,176	-7,655	10.35	-1.56
PUERTO RICO	.	.	.	.	.	.	.
RHODE ISLAND	31,948	43,339	42,930	10,982	-409	34.37	-0.94
SOUTH CAROLINA	137,829	166,738	164,877	27,048	-1,861	19.62	-1.12
SOUTH DAKOTA	32,129	32,353	32,922	793	569	2.47	1.76
TENNESSEE	186,466	215,804	217,389	30,923	1,585	16.58	0.73
TEXAS	625,199	913,846	941,199	316,000	27,353	50.54	2.99
UTAH	92,796	106,058	108,073	15,277	2,015	16.46	1.90
VERMONT	20,577	23,578	22,333	1,756	-1,245	8.53	-5.28
VIRGINIA	210,395	285,578	283,114	72,719	-2,464	34.56	-0.86
WASHINGTON	153,444	235,129	235,308	81,864	179	53.35	0.08
WEST VIRGINIA	82,782	65,503	64,625	-18,157	-878	-21.93	-1.34
WISCONSIN	193,983	213,558	206,904	12,921	-6,654	6.66	-3.12
WYOMING	20,624	20,244	19,959	-665	-285	-3.22	-1.41
AMERICAN SAMOA	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
50 STATES AND D.C.	9,180,968	11,921,381	11,865,169	2,684,201	-56,212	29.24	-0.47

POPULATION COUNTS ARE JULY ESTIMATES FROM THE U.S. BUREAU OF THE CENSUS.

THE 1976-77 DATA WERE ESTIMATED FROM THE 3-21 YEAR OLD GROUP.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AF2.SFW

Table AF3

Estimated Resident Population for Children Age 3-5

STATE	NUMBER			CHANGE IN NUMBER		PERCENTAGE CHANGE IN NUMBER	
	1976-77	1992-93	1993-94	1993-94 LESS 1976-77	1993-94 LESS 1992-93	1993-94 LESS 1976-77	1993-94 LESS 1992-93
ALABAMA	175,341	173,752	176,153	812	2,401	0.46	1.38
ALASKA	24,068	33,856	34,667	10,599	811	44.04	2.40
ARIZONA	120,127	182,879	189,989	69,862	7,110	58.16	3.89
ARKANSAS	101,569	100,601	102,887	1,318	2,286	1.30	2.27
CALIFORNIA	909,219	1,507,154	1,579,447	670,228	72,293	73.71	4.80
COLORADO	120,145	156,671	160,349	40,204	3,678	33.46	2.35
CONNECTICUT	113,358	139,725	142,652	29,294	2,927	25.84	2.09
DELAWARE	25,241	30,084	30,981	5,740	897	22.74	2.98
DISTRICT OF COLUMBIA	27,938	21,435	22,661	-5,277	1,226	-18.89	5.72
FLORIDA	344,352	546,418	566,314	221,962	19,896	64.46	3.64
GEORGIA	249,132	308,223	319,629	70,497	11,406	28.30	3.70
HAWAII	45,097	50,608	52,881	7,784	2,273	17.26	4.49
IDAHO	44,631	50,384	51,719	7,088	1,335	15.88	2.65
ILLINOIS	499,178	515,166	529,609	30,431	14,443	6.10	2.80
INDIANA	246,507	238,635	242,472	-4,035	3,837	-1.64	1.61
IOWA	118,766	117,669	117,880	-886	211	-0.75	0.18
KANSAS	96,784	114,213	114,520	17,736	307	18.32	0.27
KENTUCKY	162,249	153,016	155,560	-6,689	2,544	-4.12	1.66
LOUISIANA	198,917	200,627	201,583	2,666	956	1.34	0.48
MAINE	47,644	51,248	51,283	3,639	35	7.64	0.07
MARYLAND	164,831	221,118	227,130	62,299	6,012	37.80	2.72
MASSACHUSETTS	213,304	249,466	256,127	42,823	6,661	20.08	2.67
MICHIGAN	413,467	425,524	434,764	21,297	9,240	5.15	2.17
MINNESOTA	166,645	205,422	208,138	41,493	2,716	24.90	1.32
MISSISSIPPI	130,900	117,482	121,109	-9,791	3,627	-7.48	3.09
MISSOURI	205,393	224,903	228,248	22,855	3,345	11.13	1.49
MONTANA	35,214	36,135	36,759	1,545	624	4.39	1.73
NEBRASKA	69,511	72,741	72,910	3,399	169	4.89	0.23
NEVADA	27,838	60,734	64,268	36,430	3,534	130.86	5.82
NEW HAMPSHIRE	34,881	50,361	51,202	16,321	841	46.79	1.67
NEW JERSEY	290,746	329,352	341,450	50,704	12,098	17.44	3.67
NEW MEXICO	64,122	78,167	80,173	16,051	2,006	25.03	2.57
NEW YORK	702,865	775,304	801,059	98,194	25,755	13.97	3.32
NORTH CAROLINA	252,156	285,193	298,012	45,856	12,819	18.19	4.49
NORTH DAKOTA	30,231	27,888	27,653	-2,578	-235	-8.53	-0.84
OHIO	470,129	471,081	478,521	8,392	7,440	1.79	1.58
OKLAHOMA	126,173	138,529	140,896	14,723	2,367	11.67	1.71
OREGON	98,561	127,337	130,424	31,863	3,087	32.33	2.42
PENNSYLVANIA	460,377	485,208	492,035	31,658	6,827	6.88	1.41
PUERTO RICO	.	.	.	.	.	.	.
RHODE ISLAND	35,362	40,984	41,996	6,634	1,012	18.76	2.47
SOUTH CAROLINA	144,888	158,376	162,733	17,845	4,357	12.32	2.75
SOUTH DAKOTA	32,481	33,361	33,832	1,351	471	4.16	1.41
TENNESSEE	192,024	204,955	212,220	20,196	7,265	10.52	3.54
TEXAS	634,321	860,885	881,619	247,298	20,734	38.99	2.41
UTAH	81,356	104,489	106,856	25,500	2,367	31.34	2.27
VERMONT	20,524	24,805	24,798	4,274	-7	20.83	-0.03
VIRGINIA	216,877	271,573	279,482	62,605	7,909	28.87	2.91
WASHINGTON	147,905	231,628	238,995	91,090	7,367	61.59	3.18
WEST VIRGINIA	84,025	64,828	64,930	-19,095	102	-22.72	0.16
WISCONSIN	192,191	221,142	221,971	29,780	829	15.49	0.37
WYOMING	19,946	21,230	21,162	1,216	-68	6.10	-0.32
AMERICAN SAMOA	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
50 STATES AND D.C.	9,429,510	11,312,565	11,624,708	2,195,198	312,143	23.28	2.76

POPULATION COUNTS ARE JULY ESTIMATES FROM THE U.S. BUREAU OF THE CENSUS.

THE 1976-77 DATA WERE ESTIMATED FROM THE 3-21 YEAR OLD GROUP.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AF3.SFW

Table AF4

Estimated Resident Population for Children Age 6-17

	NUMBER			CHANGE IN NUMBER		PERCENTAGE CHANGE IN NUMBER	
STATE	1976-77	1992-93	1993-94	1993-94 LESS 1976-77	1993-94 LESS 1992-93	1993-94 LESS 1976-77	1993-94 LESS 1992-93
ALABAMA	812,953	720,395	718,221	-94,732	-2,174	-11.65	-0.30
ALASKA	102,411	117,076	120,532	18,121	3,456	17.69	2.95
ARIZONA	490,548	667,169	683,516	192,968	16,347	39.34	2.45
ARKANSAS	450,431	424,768	429,013	-21,418	4,245	-4.75	1.00
CALIFORNIA	4,446,498	5,174,445	5,263,177	816,679	88,732	18.37	1.71
COLORADO	551,093	594,632	617,334	66,241	22,702	12.02	3.82
CONNECTICUT	671,319	486,970	494,174	-177,145	7,204	-26.39	1.48
DELAWARE	128,764	109,762	112,207	-16,557	2,445	-12.86	2.23
DISTRICT OF COLUMBIA	136,585	69,056	68,145	-68,440	-911	-50.11	-1.32
FLORIDA	1,586,530	1,984,024	2,033,404	446,874	49,380	28.17	2.49
GEORGIA	1,120,109	1,169,452	1,195,702	75,593	26,250	6.75	2.24
HAWAII	191,110	185,427	188,289	-2,821	2,862	-1.48	1.54
IDAHO	186,590	223,718	229,411	42,821	5,693	22.95	2.54
ILLINOIS	2,429,966	1,961,845	1,982,615	-447,351	20,770	-18.41	1.06
INDIANA	1,182,681	976,776	983,816	-198,865	7,040	-16.81	0.72
IOWA	632,399	501,793	504,600	-127,799	2,807	-20.21	0.56
KANSAS	473,180	452,519	460,207	-12,973	7,688	-2.74	1.70
KENTUCKY	746,989	654,876	658,835	-88,154	3,959	-11.80	0.60
LOUISIANA	923,076	830,967	834,814	-88,262	3,847	-9.56	0.46
MAINE	237,130	205,832	209,127	-28,003	3,295	-11.81	1.60
MARYLAND	928,271	771,210	788,580	-139,691	17,370	-15.05	2.25
MASSACHUSETTS	1,242,391	869,279	882,172	-360,219	12,893	-28.99	1.48
MICHIGAN	2,095,777	1,644,326	1,659,693	-436,084	15,367	-20.81	0.93
MINNESOTA	898,231	801,948	825,704	-72,527	23,756	-8.07	2.96
MISSISSIPPI	562,604	506,381	510,625	-51,979	4,244	-9.24	0.84
MISSOURI	1,003,075	897,841	912,828	-90,247	14,987	-9.00	1.67
MONTANA	169,330	155,287	160,743	-8,587	5,456	-5.07	3.51
NEBRASKA	332,339	295,737	298,574	-33,765	2,837	-10.16	0.96
NEVADA	135,073	211,867	221,786	86,713	9,919	64.20	4.68
NEW HAMPSHIRE	183,785	181,093	186,383	2,598	5,290	1.41	2.92
NEW JERSEY	1,587,994	1,183,315	1,205,058	-382,936	21,743	-24.11	1.84
NEW MEXICO	280,878	309,432	317,146	36,268	7,714	12.91	2.49
NEW YORK	3,793,733	2,805,033	2,834,121	-959,612	29,088	-25.29	1.04
NORTH CAROLINA	1,181,836	1,078,431	1,104,161	-77,675	25,730	-6.57	2.39
NORTH DAKOTA	144,042	117,822	118,796	-25,246	974	-17.53	0.83
OHIO	2,355,041	1,870,741	1,895,330	-459,711	24,589	-19.52	1.31
OKLAHOMA	564,589	579,218	587,918	23,329	8,700	4.13	1.50
OREGON	478,903	512,891	526,532	47,629	13,641	9.95	2.66
PENNSYLVANIA	2,454,642	1,869,714	1,897,720	-556,922	28,006	-22.69	1.50
PUERTO RICO	.	.	.	.	.	.	.
RHODE ISLAND	199,207	148,312	150,231	-48,976	1,919	-24.59	1.29
SOUTH CAROLINA	645,989	620,164	624,605	-21,384	4,441	-3.31	0.72
SOUTH DAKOTA	151,333	138,225	141,920	-9,413	3,695	-6.22	2.67
TENNESSEE	899,154	825,792	838,595	-60,559	12,803	-6.74	1.55
TEXAS	2,779,661	3,296,986	3,360,563	580,902	63,577	20.90	1.93
UTAH	286,294	443,297	450,035	163,741	6,738	57.19	1.52
VERMONT	108,007	95,349	96,834	-11,173	1,485	-10.34	1.56
VIRGINIA	1,090,502	1,004,861	1,025,195	-65,307	20,334	-5.99	2.02
WASHINGTON	776,411	887,849	918,572	142,161	30,723	18.31	3.46
WEST VIRGINIA	380,112	307,838	304,758	-75,354	-3,080	-19.82	-1.00
WISCONSIN	1,043,493	895,193	912,672	-130,821	17,479	-12.54	1.95
WYOMING	84,744	96,391	97,359	12,615	968	14.89	1.00
AMERICAN SAMOA	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
50 STATES AND D.C.	46,337,802	42,933,325	43,642,348	-2,695,454	709,023	-5.82	1.65

POPULATION COUNTS ARE JULY ESTIMATES FROM THE U.S. BUREAU OF THE CENSUS.

THE 1976-77 DATA WERE ESTIMATED FROM THE 3-21 YEAR OLD GROUP.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AF4.SFW

Table AF5

Estimated Resident Population for Children Age 18-21

	NUMBER			CHANGE IN NUMBER		PERCENTAGE CHANGE IN NUMBER	
STATE	1976-77	1992-93	1993-94	1993-94 LESS 1976-77	1993-94 LESS 1992-93	1993-94 LESS 1976-77	1993-94 LESS 1992-93
ALABAMA	287,706	261,621	256,422	-31,284	-5,199	-10.87	-1.99
ALASKA	44,521	33,256	34,849	-9,672	1,593	-21.72	4.79
ARIZONA	177,325	215,902	214,035	36,710	-1,867	20.70	-0.86
ARKANSAS	152,000	144,936	144,341	-7,659	-595	-5.04	-0.41
CALIFORNIA	1,736,283	1,723,183	1,652,343	-83,940	-70,840	-4.83	-4.11
COLORADO	228,763	191,523	190,554	-38,209	-969	-16.70	-0.51
CONNECTICUT	236,324	167,605	156,777	-79,547	-10,828	-33.66	-6.46
DELAWARE	50,995	38,926	36,353	-14,642	-2,573	-28.71	-6.61
DISTRICT OF COLUMBIA	62,477	35,155	28,781	-33,696	-6,374	-53.93	-18.13
FLORIDA	594,118	664,231	645,590	51,472	-18,641	8.66	-2.81
GEORGIA	408,759	418,898	412,410	3,651	-6,488	0.89	-1.55
HAWAII	84,792	66,498	67,051	-17,741	553	-20.92	0.83
IDAHO	65,779	66,854	69,416	3,637	2,562	5.53	3.83
ILLINOIS	872,856	663,724	639,558	-233,298	-24,166	-26.73	-3.64
INDIANA	424,812	349,998	338,265	-86,547	-11,733	-20.37	-3.35
IOWA	218,835	159,797	153,609	-65,226	-6,188	-29.81	-3.87
KANSAS	193,036	142,127	138,541	-54,495	-3,586	-28.23	-2.52
KENTUCKY	271,761	234,566	230,170	-41,591	-4,396	-15.30	-1.87
LOUISIANA	322,007	267,809	260,681	-61,326	-7,128	-19.04	-2.66
MAINE	83,226	70,896	68,533	-14,693	-2,363	-17.65	-3.33
MARYLAND	343,897	256,419	247,320	-96,577	-9,099	-28.08	-3.55
MASSACHUSETTS	474,305	334,799	304,347	-169,958	-30,452	-35.83	-9.10
MICHIGAN	757,757	559,670	540,191	-217,566	-19,479	-28.71	-3.48
MINNESOTA	328,124	239,922	233,543	-94,581	-6,379	-28.82	-2.66
MISSISSIPPI	188,496	180,299	175,229	-13,267	-5,070	-7.04	-2.81
MISSOURI	378,532	291,763	283,906	-94,626	-7,857	-25.00	-2.69
MONTANA	60,456	45,744	47,095	-13,361	1,351	-22.10	2.95
NEBRASKA	126,150	91,738	90,702	-35,448	-1,036	-28.10	-1.13
NEVADA	48,088	64,017	64,985	16,897	968	35.14	1.51
NEW HAMPSHIRE	62,335	60,760	57,788	-4,547	-2,972	-7.29	-4.89
NEW JERSEY	519,260	401,379	391,751	-127,509	-9,628	-24.56	-2.40
NEW MEXICO	102,000	93,009	94,537	-7,463	1,528	-7.32	1.64
NEW YORK	1,317,403	994,432	943,966	-373,437	-50,466	-28.35	-5.07
NORTH CAROLINA	449,008	425,737	405,278	-43,730	-20,459	-9.74	-4.81
NORTH DAKOTA	55,727	37,884	36,763	-18,964	-1,121	-34.03	-2.96
OHIO	861,830	640,457	618,567	-243,263	-21,890	-28.23	-3.42
OKLAHOMA	215,238	192,819	189,930	-25,308	-2,889	-11.76	-1.50
OREGON	174,536	156,053	156,546	-17,990	493	-10.31	0.32
PENNSYLVANIA	877,981	663,934	628,059	-249,922	-35,875	-28.47	-5.40
PUERTO RICO	.	.	.	.	.	.	.
RHODE ISLAND	73,430	59,307	52,153	-21,277	-7,154	-28.98	-12.06
SOUTH CAROLINA	244,123	234,675	225,595	-18,528	-9,080	-7.59	-3.87
SOUTH DAKOTA	57,186	40,855	40,502	-16,684	-353	-29.18	-0.86
TENNESSEE	321,822	304,365	296,004	-25,818	-8,361	-8.02	-2.75
TEXAS	1,032,018	1,079,511	1,073,773	41,755	-5,738	4.05	-0.53
UTAH	113,350	128,036	133,369	20,019	5,333	17.66	4.17
VERMONT	39,470	34,648	32,375	-7,095	-2,273	-17.98	-6.56
VIRGINIA	446,620	382,159	370,251	-76,369	-11,908	-17.10	-3.12
WASHINGTON	292,683	273,789	273,839	-18,844	50	-6.44	0.02
WEST VIRGINIA	127,864	114,875	113,287	-14,577	-1,588	-11.40	-1.38
WISCONSIN	377,316	280,255	272,420	-104,896	-7,835	-27.80	-2.80
WYOMING	31,309	28,299	29,111	-2,198	812	-7.02	2.87
AMERICAN SAMOA	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
50 STATES AND D.C.	17,014,688	14,609,114	14,161,461	-2,853,227	-447,653	-16.77	-3.06

POPULATION COUNTS ARE JULY ESTIMATES FROM THE U.S. BUREAU OF THE CENSUS.

THE 1976-77 DATA WERE ESTIMATED FROM THE 3-21 YEAR OLD GROUP.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AF5.SFW

Table AF6

Enrollment for Students in Grades Pre-Kindergarten Through Twelve

	NUMBER			CHANGE IN NUMBER		PERCENTAGE CHANGE IN NUMBER	
STATE	1976-77	1992-93	1993-94	1993-94 LESS 1976-77	1993-94 LESS 1992-93	1993-94 LESS 1976-77	1993-94 LESS 1992-93
ALABAMA	752,507	727,533	730,509	-21,998	2,976	-2.92	0.41
ALASKA	91,190	119,528	125,564	34,374	6,036	37.69	5.05
ARIZONA	502,817	672,679	669,459	166,642	-3,220	33.14	-0.48
ARKANSAS	460,593	440,761	450,672	-9,921	9,911	-2.15	2.25
CALIFORNIA	4,380,300	5,200,000	5,285,000	904,700	85,000	20.65	1.63
COLORADO	570,000	612,635	625,062	55,062	12,427	9.66	2.03
CONNECTICUT	635,000	488,400	493,500	-141,500	5,100	-22.28	1.04
DELAWARE	122,273	104,799	105,547	-16,726	748	-13.68	0.71
DISTRICT OF COLUMBIA	125,848	80,937	80,678	-45,170	-259	-35.89	-0.32
FLORIDA	1,537,336	1,981,887	2,039,385	502,049	57,498	32.66	2.90
GEORGIA	1,095,142	1,203,620	1,235,304	140,162	31,684	12.80	2.63
HAWAII	174,943	176,923	179,876	4,933	2,953	2.82	1.67
IDAHO	200,005	231,668	236,774	36,769	5,106	18.38	2.20
ILLINOIS	2,238,129	1,814,798	1,886,947	-351,182	72,149	-15.69	3.98
INDIANA	1,163,179	958,397	961,534	-201,645	3,137	-17.34	0.33
IOWA	605,127	493,691	497,912	-107,215	4,221	-17.72	0.85
KANSAS	436,526	452,071	458,538	22,012	6,467	5.04	1.43
KENTUCKY	694,000	640,477	639,200	-54,800	-1,277	-7.90	-0.20
LOUISIANA	839,499	746,889	799,917	-39,582	53,028	-4.71	7.10
MAINE	248,822	217,042	212,245	-36,577	-4,797	-14.70	-2.21
MARYLAND	860,929	751,604	772,638	-88,291	21,034	-10.26	2.80
MASSACHUSETTS	1,172,000	858,095	878,734	-293,266	20,639	-25.02	2.41
MICHIGAN	2,035,703	1,595,100	1,613,700	-422,003	18,600	-20.73	1.17
MINNESOTA	862,591	784,420	807,760	-54,831	23,340	-6.36	2.98
MISSISSIPPI	510,209	504,013	503,374	-6,835	-639	-1.34	-0.13
MISSOURI	950,142	838,758	870,086	-80,056	31,328	-8.43	3.74
MONTANA	170,552	158,031	162,891	-7,661	4,860	-4.49	3.08
NEBRASKA	312,024	281,813	284,458	-27,566	2,645	-8.83	0.94
NEVADA	141,791	222,846	235,800	94,009	12,954	66.30	5.81
NEW HAMPSHIRE	175,496	175,979	182,385	6,889	6,406	3.93	3.64
NEW JERSEY	1,427,000	1,129,883	1,152,205	-274,795	22,322	-19.26	1.98
NEW MEXICO	284,719	303,417	321,164	36,445	17,747	12.80	5.85
NEW YORK	3,378,997	2,670,800	2,746,200	-632,797	75,400	-18.73	2.82
NORTH CAROLINA	1,191,316	1,106,876	1,123,636	-67,680	16,760	-5.68	1.51
NORTH DAKOTA	129,106	118,930	118,500	-10,606	-430	-8.21	-0.36
OHIO	2,249,440	1,780,000	1,812,300	-437,140	32,300	-19.43	1.81
OKLAHOMA	597,665	591,000	598,000	335	7,000	0.06	1.18
OREGON	474,707	510,229	516,610	41,903	6,381	8.83	1.25
PENNSYLVANIA	2,193,673	1,716,670	1,745,230	-448,443	28,560	-20.44	1.66
PUERTO RICO	688,592	640,059	631,721	-56,871	-8,338	-8.26	-1.30
RHODE ISLAND	172,373	143,043	145,676	-26,697	2,633	-15.49	1.84
SOUTH CAROLINA	620,711	633,424	636,297	15,586	2,873	2.51	0.45
SOUTH DAKOTA	148,080	134,573	151,073	2,993	16,500	2.02	12.26
TENNESSEE	841,974	845,328	857,051	15,077	11,723	1.79	1.39
TEXAS	2,822,754	3,235,052	3,616,457	793,703	381,405	28.12	11.79
UTAH	314,471	461,259	468,675	154,204	7,416	49.04	1.61
VERMONT	104,356	98,532	100,000	-4,356	1,468	-4.17	1.49
VIRGINIA	1,100,723	1,032,058	1,045,472	-55,251	13,414	-5.02	1.30
WASHINGTON	780,730	899,990	916,928	136,198	16,938	17.44	1.88
WEST VIRGINIA	404,771	317,719	313,750	-91,021	-3,969	-22.49	-1.25
WISCONSIN	945,337	830,964	841,856	-103,481	10,892	-10.95	1.31
WYOMING	90,587	100,313	100,899	10,312	586	11.38	0.58
AMERICAN SAMOA	9,950	13,862	14,653	4,703	791	47.27	5.71
GUAM	28,570	29,342	31,986	3,416	2,644	11.96	9.01
NORTHERN MARIANAS	.	7,310	8,154	.	844	.	11.55
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	25,026	22,749	22,908	-2,118	159	-8.46	0.70
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	45,090,301	42,908,776	44,062,850	-1,027,451	1,154,074	-2.28	2.69
50 STATES, D.C., & P.R.	45,026,755	42,835,513	43,985,149	-1,041,606	1,149,636	-2.31	2.68

ENROLLMENT COUNTS ARE FALL MEMBERSHIP COUNTS COLLECTED BY NCES.

DATA FOR SCHOOL YEARS 1992-93 AND 1993-94 ARE ESTIMATES FROM NCES.

DATA AS OF OCTOBER 1, 1994.

SOURCE: AR_AF6.SFW

Table AG1

State Grant Awards Under IDEA, Part B, Chapter 1 of ESEA (SOP), Preschool Grant Program, and Part H

APPROPRIATION YEAR 1994
ALLOCATION YEAR 1994-1995

STATE	IDEA, PART B	CHAPTER 1 OF ESEA (SOP)	PRESCHOOL GRANT PROGRAM	PART H
ALABAMA	40,487,044	579,621	5,840,375	3,636,547
ALASKA	5,924,843	1,736,490	1,213,290	1,237,632
ARIZONA	28,038,640	520,906	4,710,003	3,922,215
ARKANSAS	20,579,011	1,080,103	3,666,800	2,054,731
CALIFORNIA	218,652,251	1,548,379	36,119,473	34,996,612
COLORADO	25,912,980	1,459,233	4,258,563	3,207,936
CONNECTICUT	28,411,084	3,342,398	5,537,762	2,754,255
DELAWARE	5,127,927	1,244,714	1,355,738	1,237,632
DISTRICT OF COLUMBIA	848,530	2,345,234	168,670	1,237,632
FLORIDA	112,372,162	6,487,254	14,031,500	11,385,994
GEORGIA	49,872,897	751,991	8,113,877	6,504,198
HAWAII	5,832,351	452,897	761,141	1,237,632
IDAHO	9,189,720	405,197	1,846,865	1,237,632
ILLINOIS	88,025,762	18,592,344	17,545,222	11,106,525
INDIANA	49,395,986	3,080,745	7,127,370	4,855,347
IOWA	25,561,181	540,498	3,999,180	2,232,081
KANSAS	19,605,370	1,085,100	3,809,957	2,180,341
KENTUCKY	32,832,935	356,380	8,993,370	3,138,084
LOUISIANA	35,036,635	657,812	6,381,820	4,130,713
MAINE	11,751,000	376,658	2,006,322	1,237,632
MARYLAND	38,498,058	2,261,188	6,099,759	4,494,909
MASSACHUSETTS	57,037,707	10,466,861	7,822,602	5,090,115
MICHIGAN	68,563,258	7,029,386	10,959,297	8,232,797
MINNESOTA	36,381,895	1,105,294	7,288,244	3,877,592
MISSISSIPPI	26,188,804	230,456	4,035,323	2,520,647
MISSOURI	45,507,201	1,318,929	4,950,960	4,442,070
MONTANA	7,689,619	199,402	1,282,742	1,237,632
NEBRASKA	14,963,025	314,900	2,127,510	1,352,447
NEVADA	10,167,491	222,664	1,856,079	1,320,760
NEW HAMPSHIRE	8,940,323	754,341	1,230,299	1,237,632
NEW JERSEY	76,736,808	2,133,456	11,023,080	6,994,924
NEW MEXICO	17,828,619	93,702	2,504,537	1,654,768
NEW YORK	143,223,129	8,943,135	28,368,449	16,637,446
NORTH CAROLINA	55,770,487	472,151	9,999,012	6,033,463
NORTH DAKOTA	4,930,969	157,647	752,637	1,237,632
OHIO	88,812,768	1,973,861	11,585,077	9,708,755
OKLAHOMA	29,386,377	621,091	3,645,540	2,811,532
OREGON	21,590,227	4,738,979	2,450,676	2,483,462
PENNSYLVANIA	77,347,501	11,160,163	10,840,236	9,633,345
PUERTO RICO	18,077,191	0	3,248,669	3,630,290
RHODE ISLAND	9,123,655	716,533	1,460,625	1,237,632
SOUTH CAROLINA	32,994,796	640,084	6,429,303	3,296,241
SOUTH DAKOTA	6,279,532	221,275	1,560,552	1,237,632
TENNESSEE	47,732,785	1,122,205	6,850,269	4,346,068
TEXAS	163,578,343	5,317,121	20,060,389	18,816,567
UTAH	20,639,296	622,040	2,759,668	2,160,609
VERMONT	3,791,338	781,587	703,737	1,237,632
VIRGINIA	54,146,100	1,401,199	8,618,469	5,660,050
WASHINGTON	39,914,751	1,768,881	8,324,360	4,704,307
WEST VIRGINIA	17,580,460	732,521	2,726,359	1,291,991
WISCONSIN	40,277,699	2,216,484	8,959,353	4,136,450
WYOMING	4,966,892	196,069	1,051,707	1,237,632
AMERICAN SAMOA	2,413,677	0	22,678	475,322
GUAM	5,831,404	67,394	97,092	1,045,571
NORTHERN MARIANAS	1,488,454	113,906	16,300	296,165
PALAU	679,688	43,685	12,048	94,472
VIRGIN ISLANDS	4,421,064	75,456	46,065	619,990
BUR. OF INDIAN AFFAIRS	26,539,333	0	0	3,094,080
U.S. AND OUTLYING AREAS	2,143,499,033	116,878,000	339,257,000	253,152,000
50 STATES, D.C., & P.R.	2,102,125,413	116,577,559	339,062,817	247,526,400

STATE GRANT AWARDS ARE INITIAL ALLOCATIONS FOR THE 1994 APPROPRIATION

DATA AS OF OCTOBER 1, 1994

SOURCE: AR_AG1.SFW

Table AH1

Number of Infants and Toddlers Birth Through Age 2 Served in Different Early Intervention Settings Under Part H

December 1, 1992

STATE	NUMBER EARLY INTERVENTION CLASSROOM	FAMILY DAY CARE	HOME	HOSPITAL (INPATIENT)	OUTPATIENT SERVICE FACILITY	REGULAR NURSERY SCHOOL/ DAY CARE	RESIDENTIAL FACILITY	OTHER SETTING	ALL SETTINGS
ALABAMA	434	1	200	1	58	7	0	0	701
ALASKA	0	0	37	0	0	1	0	1	39
ARIZONA	625	0	586	0	0	0	0	0	1,211
ARKANSAS	641	8	368	23	114	126	12	60	1,352
CALIFORNIA[a]	6,789	.	.	.	11,793	.	.	5,321	23,903[b]
COLORADO	189	0	1,462	0	2,994	0	0	0	4,645
CONNECTICUT	205	20	531	0	84	166	3	5	1,014
DELAWARE	291	0	839	4	2,124	8	0	141	3,407
DISTRICT OF COLUMBIA	70	0	4	0	40	5	0	0	119
FLORIDA	459	37	1,295	3,141	14,428	144	8	2,100	21,612
GEORGIA	504	74	723	30	746	174	0	15	2,266
HAWAII	437	12	1,854	0	142	112	0	2	2,559
IDAHO	292	0	252	4	47	4	0	39	638
ILLINOIS	705	24	918	0	0	9	20	163	1,839
INDIANA	969	76	1,344	8	316	127	1	26	2,867
IOWA	1	0	70	0	0	0	0	0	71
KANSAS	218	31	510	17	125	24	1	10	936
KENTUCKY	397	0	429	2	115	0	19	3	965
LOUISIANA	441	25	1,413	0	150	52	3	22	2,106
MAINE	429	89	525	21	338	101	10	0	1,513
MARYLAND	1,194	21	1,232	50	495	12	1	63	3,068
MASSACHUSETTS	0	0	6,358	0	0	0	0	0	6,358
MICHIGAN	1,806	28	1,183	0	18	12	3	79	3,129
MINNESOTA[a]	843		84	.		1,268	4	.	2,199
MISSISSIPPI	141	0	41	0	33	19	0	3	237
MISSOURI	339	0	709	22	281	18	0	35	1,404
MONTANA	3	7	289	1	23	4	0	0	327
NEBRASKA	145	0	489	0	19	14	0	0	667
NEVADA	437	0	173	4	1	1	0	10	626
NEW HAMPSHIRE[a]	283		429		.	1	.	16	729
NEW JERSEY	0	0	0	0	0	0	0	0	0
NEW MEXICO[a]	172	1	731	13	13	11	4	5	950
NEW YORK	1,904	18	1,470	1	140	47	0	70	3,650
NORTH CAROLINA	.	.	.	.	.	.	.	.	.
NORTH DAKOTA	31	9	203	0	22	4	0	0	269
OHIO	5,623	5	2,012	12	103	1,208	2	126	9,091
OKLAHOMA	59	12	938	16	68	12	0	109	1,214
OREGON	31	28	209	0	54	91	1	425	839
PENNSYLVANIA	1,647	6	2,350	68	116	45	4	1,908	6,144
PUERTO RICO	220	0	5	4,491	0	0	0	0	4,716
RHODE ISLAND	152	10	446	3	12	73	0	19	715
SOUTH CAROLINA	82	3	916	14	52	7	0	34	1,108
SOUTH DAKOTA	112	6	97	1	30	3	0	11	260
TENNESSEE	724	6	658	94	1,493	52	0	35	3,062
TEXAS	3,707	84	3,262	11	60	376	6	104	7,610
UTAH	548	3	441	0	66	2	1	5	1,066
VERMONT	0	16	113	0	0	7	0	0	136
VIRGINIA	611	5	756	38	59	10	1	7	1,487
WASHINGTON	102	10	137	1	39	7	1	0	297
WEST VIRGINIA	202	0	797	0	93	25	0	0	1,117
WISCONSIN	1,192	15	767	2	475	34	0	7	2,492
WYOMING	77	8	171	3	11	18	0	3	291
AMERICAN SAMOA	24	0	0	26	19	0	0	5	74
GUAM	22	5	59	0	0	3	0	0	89
NORTHERN MARIANAS	12	0	11	0	0	0	0	0	23
PALAU	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.	.
U.S. & OUTLYING AREAS	36,541	703	40,896	8,122	37,409	4,444	105	10,987	139,207
50 STATES, D.C., & P.R.	36,483	698	40,826	8,096	37,390	4,441	105	10,982	139,021

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[a] STATE ONLY PROVIDED TOTAL SETTINGS DATA. INDIVIDUAL AGE-YEAR SETTINGS DATA WERE NOT PROVIDED.

[b] CALIFORNIA'S DATA IS DUPLICATED ACROSS SETTINGS. THE UNDUPLICATED COUNT OF INFANTS AND TODDLERS IS 22,190.

NOTE: THE SUM OF THE INDIVIDUAL AGE-YEAR DATA MAY NOT EQUAL TOTAL SETTINGS DATA BECAUSE SOME STATES COULD NOT PROVIDE AGE-YEAR DATA.

DATA AS OF OCTOBER 1, 1994.

SOURCE: DEPARTMENT OF EDUCATION, OFFICE OF SPECIAL EDUCATION PROGRAMS, DATA ANALYSIS SYSTEM (DANS).

Table AH1

Number of Infants and Toddlers Birth Through Age 0-1 Served in Different Early Intervention Settings Under Part H

December 1, 1992

STATE	EARLY INTERVENTION CLASSROOM	FAMILY DAY CARE	HOME	HOSPITAL (INPATIENT)	OUTPATIENT SERVICE FACILITY	REGULAR NURSERY SCHOOL/ DAY CARE	RESIDENTIAL FACILITY	OTHER SETTING	ALL SETTINGS
	-NUMBER-								
ALABAMA	48	1	24	0	10	0	0	0	83
ALASKA	0	0	2	0	0	0	0	0	2
ARIZONA	151	0	32	0	0	0	0	0	183
ARKANSAS	57	0	96	2	23	20	5	4	207
CALIFORNIA	.	.	.	.	.	.	.	.	.
COLORADO	7	0	171	0	475	0	0	0	653
CONNECTICUT	18	1	105	0	32	3	0	0	159
DELAWARE	12	0	336	4	590	0	0	29	971
DISTRICT OF COLUMBIA	4	0	0	0	2	3	0	0	9
FLORIDA	32	4	667	2,712	6,538	47	0	1,074	11,074
GEORGIA	70	12	141	12	106	24	0	2	367
HAWAII	79	3	768	0	13	14	0	1	878
IDAHO	30	0	57	1	5	1	0	4	98
ILLINOIS	68	2	88	0	0	1	2	16	177
INDIANA	41	6	444	2	90	13	0	4	600
IOWA	0	0	8	0	0	0	0	0	8
KANSAS	54	4	132	17	56	2	0	0	265
KENTUCKY	77	0	67	1	21	0	0	2	168
LOUISIANA	29	2	241	0	34	4	0	5	315
MAINE	0	14	85	17	34	8	2	0	160
MARYLAND	84	1	265	48	257	0	0	3	658
MASSACHUSETTS	0	0	1,423	0	0	0	0	0	1,423
MICHIGAN	148	7	193	0	7	1	0	11	367
MINNESOTA	.	.	.	.	.	.	.	.	.
MISSISSIPPI	8	0	10	0	1	7	0	0	26
MISSOURI	49	0	285	1	79	2	0	7	423
MONTANA	0	0	58	0	3	0	0	0	61
NEBRASKA	8	0	66	0	3	0	0	0	77
NEVADA	54	0	64	2	0	0	0	5	125
NEW HAMPSHIRE	.	.	.	.	.	.	.	.	.
NEW JERSEY	0	0	0	0	0	0	0	0	0
NEW MEXICO	.	.	.	.	.	.	.	.	.
NEW YORK	113	2	264	0	28	4	0	2	413
NORTH CAROLINA	.	.	.	.	.	.	.	.	.
NORTH DAKOTA	3	2	40	0	4	0	0	0	49
OHIO	2,321	0	166	1	6	1	0	2	2,497
OKLAHOMA	4	1	166	2	6	1	0	28	208
OREGON	3	0	28	0	6	7	0	65	109
PENNSYLVANIA	130	1	390	7	13	3	2	298	844
PUERTO RICO	0	0	5	633	0	0	0	0	638
RHODE ISLAND	20	2	56	1	2	3	0	5	89
SOUTH CAROLINA	3	1	165	10	10	1	0	9	199
SOUTH DAKOTA	10	1	19	0	7	0	0	1	38
TENNESSEE	36	0	206	92	348	0	0	2	684
TEXAS	434	19	754	2	5	25	0	28	1,267
UTAH	53	1	130	0	8	0	0	0	192
VERMONT	0	1	17	0	0	0	0	0	18
VIRGINIA	139	0	170	0	9	0	0	1	319
WASHINGTON	21	4	55	0	24	1	1	0	106
WEST VIRGINIA	1	0	247	0	21	0	0	0	269
WISCONSIN	87	1	152	1	74	3	0	4	322
WYOMING	9	0	34	3	0	3	0	0	49
AMERICAN SAMOA	8	0	0	9	6	0	0	3	26
GUAM	0	2	12	0	0	0	0	0	14
NORTHERN MARIANAS	0	0	5	0	0	0	0	0	5
PALAU	.	.	.	.	.	.			
VIRGIN ISLANDS	.	.	.	.	.	.			
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.		
U.S. & OUTLYING AREAS	4,523	95	8,909	3,580	8,956	202	12	1,615	27,992
50 STATES, D.C., & P.R.	4,515	93	8,892	3,571	8,950	202	12	1,612	27,847

DATA AS OF OCTOBER 1, 1994

SOURCE: H493.DBF

Table AH1

Number of Infants and Toddlers Age 1-2 Served in Different Early Intervention Settings Under Part H

December 1, 1992

	NUMBER								
STATE	EARLY INTERVENTION CLASSROOM	FAMILY DAY CARE	HOME	HOSPITAL (INPATIENT)	OUTPATIENT SERVICE FACILITY	REGULAR NURSERY SCHOOL/ DAY CARE	RESIDENTIAL FACILITY	OTHER SETTING	ALL SETTINGS
ALABAMA	133	0	79	0	21	1	0	0	234
ALASKA	0	0	15	0	0	0	0	1	16
ARIZONA	260	0	223	0	0	0	0	0	483
ARKANSAS	233	3	150	10	49	28	2	29	504
CALIFORNIA	.	.	.	.	.	.	.	.	.
COLORADO	29	0	366	0	704	0	0	0	1,099
CONNECTICUT	67	5	190	0	27	11	2	3	305
DELAWARE	54	0	290	0	850	1	0	59	1,254
DISTRICT OF COLUMBIA	34	0	2	0	17	1	0	0	54
FLORIDA	140	11	420	350	5,862	53	8	930	7,774
GEORGIA	248	21	272	6	309	52	0	5	913
HAWAII	160	6	660	0	29	38	0	0	893
IDAHO	90	0	100	3	18	1	0	14	226
ILLINOIS	250	9	327	0	0	3	7	58	654
INDIANA	258	60	526	3	125	25	1	12	1,010
IOWA	0	0	35	0	0	0	0	0	35
KANSAS	51	15	176	0	34	8	0	1	285
KENTUCKY	119	0	131	1	36	0	8	0	295
LOUISIANA	129	8	515	0	65	17	2	5	741
MAINE	109	45	263	3	100	42	4	0	566
MARYLAND	276	6	404	0	142	3	0	16	847
MASSACHUSETTS	0	0	2,111	0	0	0	0	0	2,111
MICHIGAN	479	8	425	0	5	5	1	19	942
MINNESOTA	.	.	.	.	.	.	.	.	.
MISSISSIPPI	62	0	22	0	7	12	0	3	106
MISSOURI	115	0	238	11	88	2	0	18	472
MONTANA	3	6	101	1	3	3	0	0	117
NEBRASKA	27	0	184	0	8	0	0	0	219
NEVADA	166	0	69	2	0	0	0	4	241
NEW HAMPSHIRE	.	.	.	.	.	.	.	.	.
NEW JERSEY	0	0	0	0	0	0	0	0	0
NEW MEXICO	.	.	.	.	.	.	.	.	.
NEW YORK	375	8	682	1	70	11	0	14	1,161
NORTH CAROLINA	.	.	.	.	.	.	.	.	.
NORTH DAKOTA	11	4	70	0	9	1	0	0	95
OHIO	1,882	2	708	5	25	89	1	29	2,741
OKLAHOMA	21	3	367	6	25	4	0	34	460
OREGON	7	1	75	0	21	27	1	151	283
PENNSYLVANIA	441	1	834	23	38	3	2	624	1,966
PUERTO RICO	63	0	0	1,718	0	0	0	0	1,781
RHODE ISLAND	60	3	190	2	5	29	0	10	299
SOUTH CAROLINA	19	1	369	4	18	3	0	13	427
SOUTH DAKOTA	25	3	42	0	12	0	0	3	85
TENNESSEE	235	4	236	1	555	11	0	8	1,050
TEXAS	1,170	25	1,276	4	26	123	3	34	2,661
UTAH	170	1	167	0	22	1	1	2	364
VERMONT	0	5	25	0	0	2	0	0	32
VIRGINIA	361	3	414	18	31	3	1	5	836
WASHINGTON	42	1	53	0	10	3	0	0	109
WEST VIRGINIA	49	0	279	0	47	5	0	0	380
WISCONSIN	355	8	275	1	192	9	0	2	842
WYOMING	35	8	82	0	5	7	0	2	139
AMERICAN SAMOA	10	0	0	9	8	0	0	1	28
GUAM	3	1	31	0	0	1	0	0	36
NORTHERN MARIANAS	3	0	5	0	0	0	0	0	8
PALAU	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.	.
U.S. & OUTLYING AREAS	8,829	285	14,474	2,182	9,618	638	44	2,109	38,179
50 STATES, D.C., & P.R.	8,813	284	14,438	2,173	9,610	637	44	2,108	38,107

DATA AS OF OCTOBER 1, 1994.

SOURCE: H491 DBF

Table AH1

Number of Infants and Toddlers Age 2-3 Served in Different Early Intervention Settings Under Part H

December 1, 1992

STATE	NUMBER EARLY INTERVENTION CLASSROOM	FAMILY DAY CARE	HOME	HOSPITAL (INPATIENT)	OUTPATIENT SERVICE FACILITY	REGULAR NURSERY SCHOOL /DAY CARE	RESIDENTIAL FACILITY	OTHER SETTING	ALL SETTINGS
ALABAMA	253	0	97	1	27	6	0	0	384
ALASKA	0	0	20	0	0	1	0	0	21
ARIZONA	214	0	331	0	0	0	0	0	545
ARKANSAS	351	5	122	11	42	78	5	27	641
CALIFORNIA									
COLORADO	153	0	925	0	1,815	0	0	0	2,893
CONNECTICUT	120	14	236	0	25	152	1	2	550
DELAWARE	225	0	213	0	684	7	0	53	1,182
DISTRICT OF COLUMBIA	32	0	2	0	21	1	0	0	56
FLORIDA	287	22	208	79	2,028	44	0	96	2,764
GEORGIA	186	41	310	12	331	98	0	8	986
HAWAII	198	3	426	0	100	60	0	1	788
IDAHO	172	0	95	0	24	2	0	21	314
ILLINOIS	387	13	503	0	0	5	11	89	1,008
INDIANA	670	10	374	3	101	89	0	10	1,257
IOWA	1	0	27	0	0	0	0	0	28
KANSAS	113	12	202	0	35	14	1	9	386
KENTUCKY	201	0	231	0	58	0	11	1	502
LOUISIANA	283	15	657	0	51	31	1	12	1,050
MAINE	320	30	177	1	204	51	4	0	787
MARYLAND	834	14	563	2	96	9	1	44	1,563
MASSACHUSETTS	0	0	2,824	0	0	0	0	0	2,824
MICHIGAN	1,179	13	565	0	6	6	2	49	1,820
MINNESOTA									
MISSISSIPPI	71	0	9	0	25	0	0	0	105
MISSOURI	175	0	186	10	114	14	0	10	509
MONTANA	0	1	130	0	17	1	0	0	149
NEBRASKA	110	0	239	0	8	14	0	0	371
NEVADA	217	0	40	0	1	1	0	1	260
NEW HAMPSHIRE									
NEW JERSEY	0	0	0	0	0	0	0	0	0
NEW MEXICO									
NEW YORK	1,416	8	524	0	42	32	0	54	2,076
NORTH CAROLINA									
NORTH DAKOTA	17	3	93	0	9	3	0	0	125
OHIO	1,420	3	1,138	6	72	1,118	1	95	3,853
OKLAHOMA	34	8	405	8	37	7	0	47	546
OREGON	21	27	106	0	27	57	0	209	447
PENNSYLVANIA	1,076	4	1,126	38	65	39	0	986	3,334
PUERTO RICO	157	0	0	2,140	0	0	0	0	2,297
RHODE ISLAND	72	5	200	0	5	41	0	4	327
SOUTH CAROLINA	60	1	382	0	24	3	0	12	482
SOUTH DAKOTA	77	2	36	1	11	3	0	7	137
TENNESSEE	453	2	216	1	590	41	0	25	1,328
TEXAS	2,103	40	1,232	5	29	228	3	42	3,682
UTAH	325	1	144	0	36	1	0	3	510
VERMONT	0	10	71	0	0	5	0	0	86
VIRGINIA	111	2	172	20	19	7	0	1	332
WASHINGTON	39	5	29	1	5	3	0	0	82
WEST VIRGINIA	152	0	271	0	25	20	0	0	468
WISCONSIN	750	6	340	0	209	22	0	1	1,328
WYOMING	33	0	55	0	6	8	0	1	103
AMERICAN SAMOA	6	0	0	8	5	0	0	1	20
GUAM	19	2	16	0	0	2	0	0	39
NORTHERN MARIANAS	9	0	1	0	0	0	0	0	10
PALAU									
VIRGIN ISLANDS									
BUR. OF INDIAN AFFAIRS									
U.S. & OUTLYING AREAS	15,102	322	16,269	2,147	7,029	2,324	41	1,921	45,355
50 STATES, D.C., & P.R.	15,068	320	16,252	2,139	7,024	2,322	41	1,920	45,286

DATA AS OF OCTOBER 1, 1994.

SOURCE: H493.DBF

Table AH2

Number and Type of Personnel Employed and Needed to Provide Early Intervention Services to Infants and Toddlers with Disabilities and Their Families

December 1, 1992

	All Staff		Audiologists		Family Therapists		Nurses	
STATE	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	126	35	1	2	2	0	11	6
ALASKA	55	0	2	0	0	0	1	0
ARIZONA	157	53	3	3	2	1	2	2
ARKANSAS	228	47	3	1	3	0	6	1
CALIFORNIA*	351	15	.	.	.	.	.	.
COLORADO	73	10	1	0	0	0	1	0
CONNECTICUT	254	13	3	2	2	0	11	0
DELAWARE	102	18	2	1	0	0	39	5
DISTRICT OF COLUMBIA	125	29	6	2	0	3	9	1
FLORIDA	174	173	1	2	4	5	4	5
GEORGIA	525	234	11	6	9	13	50	14
HAWAII	300	81	0	0	8	2	5	0
IDAHO	109	463	0	7	0	0	9	121
ILLINOIS	294	44	3	2	0	0	21	3
INDIANA	450	126	3	2	11	5	17	9
IOWA	22	0	2	0	0	0	1	0
KANSAS	247	68	5	3	1	2	16	7
KENTUCKY	0	73	0	0	0	0	0	1
LOUISIANA	321	154	8	5	0	0	7	9
MAINE	376	0	5	0	10	0	55	0
MARYLAND	446	12	7	1	0	0	41	0
MASSACHUSETTS	571	718	0	0	0	0	49	61
MICHIGAN	441	0	5	0	5	0	27	0
MINNESOTA	1,122	0	4	0	.	.	25	0
MISSISSIPPI	61	20	3	1	0	0	2	0
MISSOURI	127	0	0	0	0	0	1	0
MONTANA	74	3	0	0	5	0	1	0
NEBRASKA	135	0	0	0	0	0	2	0
NEVADA	63	1	1	0	1	0	0	0
NEW HAMPSHIRE	73	1	0	0	0	0	2	0
NEW JERSEY	0	0	0	0	0	0	0	0
NEW MEXICO	167	0	1	0	5	0	6	0
NEW YORK	15,224	2,311	223	13	.	.	1,726	82
NORTH CAROLINA	.	.	.	.	.	.	.	.
NORTH DAKOTA	26	1	0	0	1	0	1	0
OHIO	2,390	283	163	6	0	0	560	29
OKLAHOMA	138	10	1	0	0	0	18	0
OREGON	0	0	0	0	0	0	0	0
PENNSYLVANIA	1,004	174	6	1	8	2	15	3
PUERTO RICO	225	0	4	0	0	0	44	0
RHODE ISLAND	50	18	1	1	0	0	6	1
SOUTH CAROLINA	119	0	0	0	0	0	3	0
SOUTH DAKOTA	189	53	2	0	6	7	20	4
TENNESSEE	561	78	13	0	5	3	84	11
TEXAS	1,073	47	4	0	0	0	52	4
UTAH	56	3	0	0	1	0	6	0
VERMONT	20	31	0	1	.	0	12	0
VIRGINIA	1,796	422	10	4	0	0	311	131
WASHINGTON	0	527	0	6	0	.	0	71
WEST VIRGINIA	138	11	0	1	0	0	6	0
WISCONSIN	366	0	0	0	0	0	40	0
WYOMING	95	81	2	1	0	0	8	5
AMERICAN SAMOA	31	0	1	0	1	0	1	0
GUAM	19	8	1	1	0	1	3	1
NORTHERN MARIANAS	13	0	2	0	.	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. & OUTLYING AREAS	31,098	6,449	510	72	89	43	3,334	586
50 STATES, D.C., & P.R.	31,035	6,441	506	72	88	42	3,330	585

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* CALIFORNIA COULD ONLY PROVIDE DATA ON TOTAL PERSONNEL.

THE TOTAL FTE FOR THE U.S. AND OUTLYING AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE PERSONNEL CATEGORIES BECAUSE SOME STATES COULD NOT PROVIDE PERSONNEL DATA BY CATEGORY.

THE TOTAL FTE FOR THE U.S. AND OUTLYING AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE INDIVIDUAL STATES AND OUTLYING AREAS BECAUSE OF ROUNDING.

DATA AS OF OCTOBER 1, 1994.

SOURCE: H393.DBF

BEST COPY AVAILABLE

Table AH2

Number and Type of Personnel Employed and Needed to Provide Early Intervention Services to Infants and Toddlers with Disabilities and Their Families

December 1, 1992

STATE	-----NUTRITIONISTS-----		-OCCUPATIONAL THERAPISTS-		-MOBILITY SPECIALISTS-		-----PARAPROFESSIONALS-----	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	2	1	4	2	0	1	38	5
ALASKA	0	0	7	0	0	0	3	0
ARIZONA	1	0	16	8	6	4	37	8
ARKANSAS	1	0	14	5	0	0	93	24
CALIFORNIA	.	.	.	.	.	.	.	.
COLORADO	0	0	12	1	0	0	12	2
CONNECTICUT	1	0	21	5	0	0	22	1
DELAWARE	1	1	6	0	0	0	11	5
DISTRICT OF COLUMBIA	5	1	4	1	0	3	28	1
FLORIDA	2	4	7	12	0	0	49	49
GEORGIA	9	6	33	21	0	4	118	29
HAWAII	0	0	13	15	0	0	143	34
IDAHO	1	5	9	12	0	0	10	241
ILLINOIS	1	2	22	4	0	0	36	4
INDIANA	7	3	28	15	0	1	88	12
IOWA	0	0	1	0	0	0	0	0
KANSAS	5	1	21	8	1	1	63	7
KENTUCKY	0	0	0	5	0	0	0	0
LOUISIANA	0	2	12	14	0	0	82	11
MAINE	6	0	16	0	2	0	26	0
MARYLAND	3	0	29	1	0	0	65	0
MASSACHUSETTS	2	8	59	73	0	0	60	75
MICHIGAN	1	0	47	0	1	0	29	0
MINNESOTA	.	.	15	0	.	.	570	0
MISSISSIPPI	0	0	3	1	0	0	6	4
MISSOURI	0	0	15	0	0	0	0	0
MONTANA	1	0	5	0	0	0	7	1
NEBRASKA	0	0	2	0	0	0	0	0
NEVADA	2	0	3	0	1	0	9	0
NEW HAMPSHIRE	0	0	13	0	1	0	6	0
NEW JERSEY	0	0	0	0	0	0	0	0
NEW MEXICO	0	0	8	0	0	0	43	0
NEW YORK	105	2	926	230	.	.	3,502	199
NORTH CAROLINA	.	.	.	.	.	.	.	.
NORTH DAKOTA	0	0	6	0	0	0	0	0
OHIO	66	6	105	19	0	0	0	0
OKLAHOMA	1	0	16	2	0	0	0	0
OREGON	0	0	0	0	0	0	0	0
PENNSYLVANIA	1	3	62	21	10	2	132	9
PUERTO RICO	3	0	16	0	0	0	26	0
RHODE ISLAND	1	2	3	1	0	1	7	4
SOUTH CAROLINA	2	0	0	0	0	0	27	0
SOUTH DAKOTA	7	1	12	3	0	2	35	2
TENNESSEE	4	1	21	7	1	0	132	16
TEXAS	5	0	77	3	0	0	264	6
UTAH	0	0	5	1	0	0	17	0
VERMONT	1	1	1	3	0	1	3	7
VIRGINIA	18	46	88	35	0	0	280	21
WASHINGTON	0	6	0	24	0	.	0	71
WEST VIRGINIA	0	1	2	1	0	0	31	4
WISCONSIN	4	0	67	0	0	0	0	0
WYOMING	0	5	8	9	8	7	6	5
AMERICAN SAMOA	1	0	1	0	0	0	1	0
GUAM	1	0	1	1	0	0	4	0
NORTHERN MARIANAS	0	0	1	0	.	0	4	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. & OUTLYING AREAS	270	107	1,858	561	32	27	6,122	855
50 STATES, D.C., & P.R.	268	107	1,855	560	32	27	6,113	855

THE TOTAL FTE FOR THE U.S. AND OUTLYING AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE INDIVIDUAL STATES AND OUTLYING AREAS BECAUSE OF ROUNDING.

DATA AS OF OCTOBER 1, 1994.

SOURCE: H393.DBF

Table AH2

Number and Type of Personnel Employed and Needed to Provide Early Intervention Services to Infants and Toddlers with Disabilities and Their Families

December 1, 1992

STATE	PEDIATRICIANS EMPLOYED	PEDIATRICIANS NEEDED	PHYSICAL THERAPISTS EMPLOYED	PHYSICAL THERAPISTS NEEDED	PHYSICIANS EMPLOYED	PHYSICIANS NEEDED	PSYCHOLOGISTS EMPLOYED	PSYCHOLOGISTS NEEDED
ALABAMA	0	0	8	4	0	0	1	1
ALASKA	0	0	4	0	0	0	0	0
ARIZONA	0	1	11	5	1	0	3	1
ARKANSAS	0	0	20	3	0	0	2	0
CALIFORNIA	.	.	.	.	.	.	.	.
COLORADO	0	0	1	1	0	0	2	1
CONNECTICUT	2	0	24	3	1	0	2	0
DELAWARE	10	1	9	1	0	0	1	1
DISTRICT OF COLUMBIA	7	3	4	4	0	1	7	0
FLORIDA	0	0	15	17	1	1	2	3
GEORGIA	35	13	35	21	38	7	15	11
HAWAII	1	0	7	4	0	0	2	0
IDAHO	0	0	7	14	2	.	4	6
ILLINOIS	0	0	15	6	14	0	5	1
INDIANA	4	5	22	12	5	5	2	1
IOWA	0	0	2	0	0	0	1	0
KANSAS	3	3	10	5	1	3	6	2
KENTUCKY	0	0	0	8	0	0	0	1
LOUISIANA	0	0	8	15	0	2	8	8
MAINE	14	0	28	0	7	0	6	0
MARYLAND	0	0	37	3	4	0	7	0
MASSACHUSETTS	1	1	57	71	0	0	33	41
MICHIGAN	1	0	35	0	10	0	14	0
MINNESOTA	.	.	18	0	.	.	16	0
MISSISSIPPI	0	2	8	0	0	0	3	0
MISSOURI	1	0	24	0	0	0	0	0
MONTANA	0	0	3	0	0	0	1	0
NEBRASKA	0	0	3	0	0	0	1	0
NEVADA	2	0	3	0	0	0	4	1
NEW HAMPSHIRE	0	0	7	0	0	0	0	0
NEW JERSEY	0	0	0	0	0	0	0	0
NEW MEXICO	2	0	6	0	0	0	7	0
NEW YORK	.	.	778	227	771	27	690	49
NORTH CAROLINA	.	.	.	.	.	.	.	.
NORTH DAKOTA	0	0	0	1	0	0	0	0
OHIO	0	0	102	24	343	10	43	21
OKLAHOMA	0	0	19	2	0	0	4	0
OREGON	0	0	0	0	0	0	0	0
PENNSYLVANIA	2	1	74	28	0	0	11	4
PUERTO RICO	19	0	28	0	4	0	9	0
RHODE ISLAND	0	1	5	1	0	1	1	1
SOUTH CAROLINA	0	0	2	0	0	0	0	0
SOUTH DAKOTA	17	1	11	6	8	3	8	3
TENNESSEE	7	0	31	6	15	1	4	1
TEXAS	3	0	58	7	0	0	7	0
UTAH	0	0	4	0	0	0	0	0
VERMONT	0	0	1	3	0	0	0	2
VIRGINIA	16	7	84	46	30	6	94	11
WASHINGTON	0	0	0	59	0	24	0	6
WEST VIRGINIA	0	0	7	2	1	0	1	0
WISCONSIN	0	0	55	0	0	0	2	0
WYOMING	0	0	0	0	3	3	1	4
AMERICAN SAMOA	3	0	1	0	3	0	1	0
GUAM	0	0	1	2	0	0	1	0
NORTHERN MARIANAS	4	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. & OUTLYING AREAS	155	41	1,689	609	1,263	95	1,033	181
50 STATES, D.C., & P.R.	148	41	1,688	607	1,260	95	1,031	181

THE TOTAL FTE FOR THE U.S. AND OUTLYING AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE INDIVIDUAL STATES AND OUTLYING AREAS BECAUSE OF ROUNDING.

DATA AS OF OCTOBER 1, 1994.

SOURCE: H393.DBF

Table AH2

Number and Type of Personnel Employed and Needed to Provide Early Intervention Services to Infants and Toddlers with Disabilities and Their Families

December 1, 1992

STATE	---SOCIAL WORKERS---		--SPECIAL EDUCATORS--		--LANGUAGE PATHOLOGISTS--		---PROFESSIONAL STAFF---	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	12	9	22	2	9	3	18	0
ALASKA	1	0	27	0	7	0	3	0
ARIZONA	2	1	25	7	17	7	31	6
ARKANSAS	2	2	32	6	34	5	19	0
CALIFORNIA	.	.	.	.	.	.	.	.
COLORADO	3	0	22	2	12	2	7	1
CONNECTICUT	9	1	118	1	25	2	12	0
DELAWARE	7	1	3	0	8	0	5	3
DISTRICT OF COLUMBIA	10	1	26	4	19	4	4	0
FLORIDA	11	12	62	51	9	8	9	5
GEORGIA	53	20	36	26	42	19	43	23
HAWAII	31	11	14	8	8	3	68	5
IDAHO	13	11	29	35	12	11	13	0
ILLINOIS	28	4	82	8	27	5	40	5
INDIANA	28	11	133	25	35	12	68	9
IOWA	2	0	13	0	2	0	0	0
KANSAS	15	5	66	11	19	7	14	4
KENTUCKY	0	5	0	47	0	8	0	0
LOUISIANA	13	13	119	44	23	21	40	11
MAINE	73	0	5	0	42	0	81	0
MARYLAND	27	2	153	2	54	4	20	0
MASSACHUSETTS	75	94	122	152	63	79	50	63
MICHIGAN	33	0	158	0	42	0	33	0
MINNESOTA	200	0	85	0	179	0	10	0
MISSISSIPPI	6	1	11	7	8	2	11	1
MISSOURI	0	0	47	0	15	0	23	0
MONTANA	0	0	0	0	5	0	45	1
NEBRASKA	0	0	85	0	30	0	13	.
NEVADA	6	0	20	0	11	0	0	0
NEW HAMPSHIRE	6	0	25	0	13	0	0	0
NEW JERSEY	0	0	0	0	0	0	0	0
NEW MEXICO	17	0	25	0	16	0	32	0
NEW YORK	994	53	1,842	142	1,784	1,129	1,883	158
NORTH CAROLINA	.	.	.	.	.	.	.	.
NORTH DAKOTA	2	0	7	0	5	0	3	0
OHIO	542	84	113	10	176	41	177	33
OKLAHOMA	0	0	37	4	42	2	0	0
OREGON	0	0	0	0	0	0	0	0
PENNSYLVANIA	48	10	352	45	112	24	170	20
PUERTO RICO	13	0	38	0	21	0	0	0
RHODE ISLAND	8	1	8	1	5	2	5	0
SOUTH CAROLINA	9	0	70	0	2	0	3	0
SOUTH DAKOTA	13	8	34	5	12	5	5	3
TENNESSEE	22	6	78	5	38	6	106	16
TEXAS	87	5	97	2	111	8	309	12
UTAH	2	1	14	1	9	1	0	0
VERMONT	1	2	2	7	1	4	0	0
VIRGINIA	221	48	319	27	198	26	127	14
WASHINGTON	0	12	0	71	0	71	0	106
WEST VIRGINIA	19	0	30	2	10	1	29	0
WISCONSIN	25	0	88	0	84	0	0	0
WYOMING	8	8	26	19	18	13	9	6
AMERICAN SAMOA	4	0	9	0	4	0	0	0
GUAM	2	1	3	1	3	1	0	0
NORTHERN MARIANAS	0	0	1	0	1	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. & OUTLYING AREAS	2,705	441	4,733	777	3,419	1,536	3,536	502
50 STATES, D.C., & P.R.	2,699	440	4,720	776	3,411	1,535	3,536	502

THE TOTAL FTE FOR THE U.S. AND OUTLYING AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE INDIVIDUAL STATES AND OUTLYING AREAS BECAUSE OF ROUNDING.

DATA AS OF OCTOBER 1, 1994.

SOURCE: H393.DBF

NOTES FOR APPENDIX A

Notes to the tables found in Appendix A contain information on the ways in which States collected and reported data differently from the OSEP data formats and instructions. In addition, the notes provide explanations of significant changes in the data from the previous year. The chart below summarizes differences in collecting and reporting data for ten States. These variations affected the way data were reported for the IDEA, Part B and the Chapter 1 of ESEA (SOP) child counts, and the educational environment, personnel employed and needed, and exiting collections. Additional notes on how States reported data for specific data collections follow this chart.

Table A.1 State Reporting Patterns
Child Count Data 1993-94, Other Data 1992-93

Differences from OSEP Reporting Categories

Where H = Reported in the hearing impairments category
O = Reported in the orthopedic impairments category
P = Reported in the primary disability category
R = Reported in other disability categories

States	Multiple Disabilities	Other Health Impairments	Deaf-Blindness	Traumatic Brain Injury
Colorado		O		
Delaware	P			
Florida	P[1]			R[2]
Georgia	P			
Michigan		O	H	R
Minnesota	P			
Mississippi		O		
North Dakota	P			
Oregon	P			
Wyoming	P[3]			

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[1] Florida reported counts of teachers employed and needed for students with multiple disabilities under the count for cross-categorical teachers.

[2] Florida reported students with traumatic brain injury in the child count tables.

[3] Wyoming reported in this fashion for all tables except in the tables for the number of special education teachers employed and needed. In these tables, teachers were reported only in two categories: speech and language impairments and cross-categorical.

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Collection of Data on Children with Deaf-Blindness

There are two separate requirements for collecting data on children with deaf-blindness. The data contained in Appendix A are collected and reported annually by individuals from State Departments of Education. Under this set of reporting requirements, 1,372 children age 6 through 21 were served during the 1993-94 school year. The data in Appendix E is collected annually and reported to Congress on a triennial basis. The data are reported by grantees from State projects, multi-State projects, demonstration and research projects and technical assistance projects for children with deaf-blindness. The information is recorded in the Deaf-Blind Registry of each State. Under this set of reporting requirements, States reported that 9,783 children age birth through 21 were served during the 1993-94 school year.

Tables AA1-AA27: Child Count

IDEA, Part B

Arizona -- The State reported that the increase in the number of students with other health impairments from 1992-93 to 1993-94 was probably due to increased service provision to students with attention deficit disorder.

Arkansas -- The State indicated that the increase in the number of students with other health impairments who received services under Part B from 1992-93 to 1993-94 was probably due to increased service provision to students with attention deficit disorder.

Colorado -- The State did not report counts of students with other health impairments. Those students were included in the count of students with orthopedic impairments. Colorado indicated that the increase in the number of students with orthopedic impairments from 1992-93 to 1993-94 can be attributed to increased identification of students with attention deficit disorder under this category. This increase was a result of changes in Colorado's special education rules during the summer of 1992. These changes included the following: a) attention deficit disorder was added to the definitions for emotional disability, perceptual/communicative, and physical disability; and b) the definition for multiple disabilities was changed to require a cognitive delay.

Connecticut -- The State indicated that the increase in the number of students with other health impairments from 1992-93 to 1993-94 was probably due to increased service provision to students with attention deficit disorder.

Georgia -- The State indicated that the increase in the number of students with other health impairments from 1992-93 to 1993-94 was due to increased service provision to students with attention deficit disorder.

Illinois -- The State did not report counts of students with multiple disabilities. These students were counted in their primary disability category.

448

Indiana -- The State indicated that the December 1, 1992, child count was the first year in which students with other health impairments were reported separately in Indiana. In previous years, these students were counted under other categories.

Kansas -- The State indicated that the increase in the number of students with other health impairments who received services under Part B from 1992-93 to 1993-94 was probably due to increased service provision to students with attention deficit disorder and attention deficit hyperactivity disorder.

Kentucky -- The State indicated that the increase in the number of children with disabilities served under Part B from 1992-93 to 1993-94 was due to following factors: (1) on December 1, 1993, local school districts began serving all of their children and youth with disabilities under Part B, and (2) two State schools (Kentucky Schools for the Blind and for the Deaf) and some facilities operated through Kentucky's Cabinet for Human Resources served students under Part B for the first time. In both cases, students had previously been served under Chapter 1 (SOP).

Louisiana -- The State indicated that due to the equivalent per child allocations in FY 1994 for Chapter 1 (SOP) and Part B, a decision was made to serve all eligible children, ages 3-21, under Part B. Louisiana further indicated that the increase in the number of students with other health impairments from 1992-93 to 1993-94 was due to an increase in the number of students with attention deficit disorder.

Maryland -- The State postulated that the increase in the number of students with other health impairments from 1992-93 to 1993-94 was due to increased service provision to students with attention deficit disorder.

Massachusetts -- Massachusetts is prohibited by State law from collecting data by disability. Assignment to disability categories is based on a formula.

Missouri -- The State thought that the increase in the number of students with other health impairments was due to increased service provision to students with attention deficit disorder and attention deficit hyperactivity disorder.

New Hampshire -- The State indicated that the increase in the number of students with other health impairments from 1992-93 to 1993-94 was probably due to increased identification of and service provision to students with attention deficit disorder.

New Mexico -- The State indicated that the increase in the number of students with other health impairments from 1992-93 to 1993-94 was due to increased service provision to students with attention deficit disorder/attention deficit hyperactivity disorder.

New York -- The State indicated that the increase in the number of 3- to 5-year-old children from 1992-93 to 1993-94 was due to a change in reporting procedures. In the past, district data were commonly adjusted downward based on data collected through the STACK data system (System to Track and Account for Children). However, auditing of district data revealed that STACK often underreported the child count data. Hence, in 1993-94 the district data was reported without adjustment.

North Carolina -- The State indicated that the increase in the number of students with other health impairments from 1992-93 to 1993-94 was probably due to increased inclusion of students with attention deficit disorder in the other health impairments category. North Carolina said that most of the increases in other disability categories could be attributed to serving students under Part B rather than Chapter 1 (SOP).

Puerto Rico -- The State indicated that the number of students receiving services under Part B in various disability categories from 1992-93 to 1993-94 increased due to the implementation of a compliance agreement plan. The plan resulted in a reduction in the number of students awaiting their initial evaluation and an increase in the number of children that were re-evaluated. The increase in evaluations resulted in an increase in the number of students that were eligible for special education services.

South Carolina -- The State indicated that the increase in the number of students with other health impairments from 1992-93 to 1993-94 was due to increased services to students with attention deficit disorder.

Tennessee -- The State thought that the increase in the number of students with other health impairments from 1992-93 to 1993-94 was due to increased service provision to students with attention deficit/attention deficit hyperactivity disorder.

Texas -- The State thought that the increase in the number of students with other health impairments from 1992-93 to 1993-94 was due to a refinement of the evaluation process that occurred as a result of increased inservice training to local districts, and also to increased service provision to students with attention deficit disorder.

Virginia -- The State postulated that the increase in the number of students with other health impairments from 1992-93 to 1993-94 was due to increased service provision to students with attention deficit disorder.

Washington -- The State thought that the increase in the number of students with other health impairments from 1992-93 to 1993-94 was due to increased service provision to students with attention deficit/attention deficit hyperactivity disorder. Washington further indicated that the decrease in the number of students with autism and traumatic brain injury was due to a change in collection methodology from sampling to the collection of actual counts.

Wisconsin -- The State indicated that the increase in the number of students with other health impairments from 1992-93 to 1993-94 was probably due to increased service provision to students with attention deficit disorder and attention deficit hyperactivity disorder. Children in Wisconsin were reported as having multiple disabilities if they had two or more disability conditions. Because speech therapy is a program in Wisconsin and not a related service item, a student who received speech therapy in addition to another service was classified as having multiple disabilities. Hence, many of the children reported as having multiple disabilities were children with mild disabilities who were also receiving speech therapy.

Chapter 1 (SOP)

Arizona -- The State reported that the increase in the number of birth through 2-year-old children served from 1992-93 to 1993-94 was probably the result of efforts to expand provision of early intervention services to infants and toddlers with disabilities.

American Samoa -- American Samoa served all special education students under Part B during the 1993-94 school year. This decision was reached because the small number of students served under Chapter 1 (SOP) made it no longer beneficial to serve them under Chapter 1 (SOP).

Bureau of Indian Affairs -- The Bureau of Indian Affairs does not participate in the Chapter 1 (SOP) program.

Connecticut -- The State indicated that the increase in the number of birth through 5-year-old children served under Chapter 1 (SOP) from 1992-93 to 1993-94 was due to the increased number of Part H infants and toddlers who were also eligible under Chapter 1 (SOP).

Florida -- The State indicated that the increase in the number of birth through 2-year-old children from 1992-93 to 1993-94 was due to an expansion of Part H services and to the addition of developmental delay and established conditions as identification criteria. Prior to this change, the eligibility criteria used for students ages 6-21 were also used to identify infants and toddlers.

Kentucky -- The State indicated that the decrease in the number of children with disabilities served under Chapter 1 (SOP) from 1992-93 to 1993-94 were due to following factors: 1) on December 1, 1993 local school districts began serving all of their children and youth with disabilities under Part B, and 2) two State schools (Kentucky Schools for the Blind and for the Deaf) and some facilities operated through Kentucky's Cabinet for Human Resources served students under Part B for the first time. In both cases, students had previously been served under Chapter 1 (SOP).

Massachusetts -- Massachusetts is prohibited by State law from collecting data by disability. Assignment to disability categories is based on a formula.

Missouri -- The State indicated that the increase in the number of birth through 5-year-old children receiving services under Chapter 1 (SOP) from 1992-93 to 1993-94 was due to increased participation of infants and toddlers in the Part H program.

New Jersey -- The State noted the decrease in the number of students with mental retardation was because the resident districts became responsible for serving a significant portion of students with mental retardation (i.e., those who were eligible for day training).

New York -- The State indicated that the increase in the number of birth through 2-year-old students served from 1992-93 to 1993-94 was due to a change in reporting methodology. The 1992-93 data were obtained by surveying providers, whereas the 1993-94 data represents an actual count.

South Carolina -- The State indicated that the increase in the number of birth through 2-year-old students served from 1992-93 to 1993-94 was probably due to the increased identification and service provision to infants and toddlers with disabilities.

Wisconsin -- The State indicated that the increase in the number of birth through 2-year-old students from 1992-93 to 1993-94 was primarily due to increased efforts by the State to identify and provide services to eligible infants and toddlers.

Tables AB1-AB24: Educational Environments

Arkansas -- The State indicated that the increase in homebound/hospital placements from 1991-92 to 1992-93 occurred because the SEA instructed LEAs and IEUs to report preschool children who received speech pathology services in a clinic on an out-patient basis in the homebound/hospital placement category. This instruction was issued in response to the OSEP preschool crosswalk recommendations.

California -- The State indicated that the changes in the placement data from 1991-92 to 1992-93 were due to the first-time use of the Federal placement definitions. The use of the Federal definitions only became possible after the recent implementation of a student-level data system. For example, prior to this change only one group of regular class students, those in the direct services funding category, were reported in regular class placements. The State indicated that the decrease in the number of students served in public residential facilities in Chapter 1 (SOP) and the increase in home/hospital placements under Chapter 1 (SOP) was due to a decision by the State that a large class of students who were primarily served by small contractors at home or in small medical facilities were more appropriately reported in the home/hospital placement category.

Colorado -- In January 1992, Colorado implemented a special education preschool mandate for public schools. Prior to that time, the majority of Colorado's preschool services were provided by State-supported programs. The change accounted for a large portion of the decrease in the public separate facility count from 1991-92 to 1992-93. The remaining difference was due to the continued transfer of all children from State-supported programs to public schools.

Connecticut -- The State indicated that the changes in education placement data from 1991-92 to 1992-93 were primarily a result of changes in the State definitions of placement categories. In particular, Connecticut suspects that it was the first-time use of a duration criteria (i.e., 50 percent or more of time in a category) that resulted in the decrease in the number of students reported in public residential facilities.

Illinois -- The State did not report counts of students with multiple disabilities. The students were counted in their primary disability category. The increase in the Part B separate class and public separate school facility placements, and the increase in the Chapter 1 (SOP) resource room placements from 1991-92 to 1992-93, were due to a statutory change in the qualifications for State pupil reimbursement. There were two major results of this change: a) an increase in the number of students eligible for State reimbursement, and b) the transferral of some students to Part B programs after they became ineligible for State reimbursement. The State said that it did not collect the data necessary to report the educational placement of students who received special education services under Chapter 1 (SOP) in LEAs.

Indiana -- The State indicated that the increase in regular class placements and the decrease in resource room placements under Part B from 1991-92 to 1992-93 were due to a change in State placement definitions that went into effect with the December 1, 1992 child count. Prior to 1992, the State's definition of resource room was: "Children remain in their regular placement for the major portion of the day and are scheduled into instructional resource service for tutorial or small group discussion." The current definition for resource room and regular class are more consistent with the Federal definitions.

Kansas -- The State indicated that during 1991-92 to 1992-93 student placement shifted from separate classes to resource rooms. This phenomenon was probably due to the legislature mandating increases in the number of hours in a school year (to be implemented over a three-year period). The resulting increase in the length of the school day meant that some students spent a proportionately smaller time in special education each day, even though there was no shift in the amount of service received.

Maryland -- The State indicated that the 1992-93 correctional placements data included adjudicated students who were served by both the Department of Corrections and by Juvenile Services. In the past, only students who were served by the Department of Corrections were reported.

Massachusetts -- Massachusetts is prohibited by State law from collecting data by disability. Assignment to disability categories is based on a formula.

Minnesota -- In previous years, Minnesota collected placement data on the basis of seven levels of service, rather than the Federal placement categories. A crosswalk was developed to assign levels of service to the Federal placements categories. Minnesota believes that the crosswalk undercounted the assignment of students to inclusive settings. Therefore, beginning in the 1992-93 school year, the State eliminated the levels of service categories and collected data directly on the basis of the Federal placement categories. This change, along with increased efforts toward the use of inclusive settings, explains the large increase in regular class placements and the changes in the other educational environments.

Mississippi -- The State indicated that the increases in the Part B resource room and separate class placements from 1991-92 to 1992-93 were the result of attempts to increase the accuracy of LEA-supplied data through the implementation of validation checks and procedures.

New York -- The State indicated that the changes in educational placements from 1991-92 to 1992-93 were due to a complete overhaul of placement data collection procedures. New York stated tnat the current data are more complete and accurate than those reported previously because the State used the Federal placement definitions for the first time when assigning students to educational environments.

Ohio -- The State combined placement data for the other health impairments and orthopedic impairments categories. The data were presented under the orthopedic impairments category.

Puerto Rico -- The State indicated that the increase in regular class placements from 1991-92 to 1992-93 was due to the inclusion of placement data for preschool children. Those data were not reported in the previous report. Puerto Rico indicated that the decrease in public separate school facility and private separate school facility placements was a result of serving more students in regular school buildings.

South Dakota -- The State indicated that the increase in regular class placements and the decrease in resource room placements from 1991-92 to 1992-93 were a result of a recent emphasis by the State on collecting placement data in terms of the actual location where children are served and not as a function of the amount of special education services received.

Texas -- The State provided the following information on changes in placement data from 1991-92 to 1992-93: 1) the increase in the number of students served in separate classes under Part B was a result of the closing of State schools; 2) the increase in the number of students served in public residential facilities under Part B was due to State policy limiting the number of students who are placed out-of-State and to a decrease in the number of students served in private residential facilities; and 3) the decrease in the number of students served in separate class placements under Chapter 1 (SOP) in local educational placements was probably due to school districts choosing to serve these students under Part B.

Tables AC1-AC3: Personnel

Personnel Employed

Arizona -- The State indicated that the increase in the number of non-professional staff from 1991-92 to 1992-93 was due to the greater use of specialists to facilitate inclusion and integration.

Florida -- The State indicated that some district personnel, especially staffing specialists, were reclassified in 1992-93 after re-examination of their duties. These personnel were re-categorized from other diagnostic staff to other professional staff.

Georgia -- The State provided the following: (1) the increase in the number of teacher aides was due to using more aides to support collaborative teaching models; (2) the decrease in counselors was related to the availability of more counselors in general education; and (3) the increase in the number of non-professional staff was due to the hiring of more bus aides and the increased use of aides to support inclusion.

Illinois -- The State combined counts of teachers of students having other health impairments and teachers of students having serious emotional disturbance. The data were presented under the latter category. Illinois did not include data on teachers of students with deaf-blindness because students with deaf-blindness were combined with either students with hearing impairments or students with visual impairments.

Kansas -- The State combined counts of teachers of students with deaf-blindness with teachers of students with multiple disabilities and presented the data under the multiple disabilities category.

Massachusetts -- The State is prohibited by State law from collecting data by disability condition. The State reported all teachers as serving students in cross-categorical classrooms.

Montana -- All special education classrooms in Montana are cross-categorical. Therefore, the full-time equivalencies of the teachers employed to serve students with each disability are an estimate based on contact hours per week.

New Jersey -- In 1992-93, New Jersey first used the Certificated Staff Report, the department's database of district staff, to gather the data on certificated personnel in special education and related services. This represented a change from the previous practice of collecting the data from summary reports prepared by the districts' special education administrators. Numerical changes in the magnitude of employed personnel were a result of this change in the method of data collection.

New Mexico -- The State indicated that the increase in the number of non-professional staff from 1991-92 to 1992-93 was probably due to the inclusion in this category of part-time personnel, such as bus drivers and bus aides.

New York -- The State combined counts of teachers employed to serve students with deaf-blindness with teachers of students with multiple disabilities. The data were presented under the multiple disabilities category.

Ohio -- The State did not report counts of teachers employed to serve students with other health impairments. Students with other health impairments were reported in the orthopedic impairment category.

South Dakota -- The State reported all teachers as serving students in two categories: speech or language impairments and cross-categorical programs.

Texas -- The State reported all teachers as serving students in cross-categorical classrooms.

Washington -- The State reported all teachers as serving students in two categories: speech or language impairments and cross-categorical programs.

West Virginia -- The State suspects that the increase in the number of teacher aides from 1991-92 to 1992-93 was the result of a movement toward greater inclusion, which has resulted in the use of more support staff. West Virginia also suspects that in 1991-92 the number of teacher aides may have been underreported.

Wisconsin -- The State combined the counts of teachers of students with other health impairments with teachers of students with orthopedic impairments. The data were presented under the orthopedic impairments category. Wisconsin reported the count of teachers of students with multiple disabilities under the count of teachers of students in cross-categorical programs.

Wyoming -- The State did not report counts of teachers employed to serve students by individual disability, except for speech or language impairments, because teachers in Wyoming serve in a cross-categorical system.

Personnel Needed

California -- The State indicated that the decrease in the number of special education teachers needed from 1991-92 to 1992-93 was due to changes in the personnel definitions used at the district level.

Florida -- The State indicated that the decrease in the number of special education teachers needed from 1991-92 to 1992-93 was due to more accurate data reporting. District personnel did a better job of reporting only vacancies in funded positions.

Illinois -- The State combined counts of teachers of students having other health impairments and teachers of students having serious emotional disturbance. The data were presented under the latter category. Also, Illinois did not include data on teachers of students with deaf-blindness because students with deaf-blindness were combined with either students with hearing impairments or students with visual impairments.

Kansas -- The State combined counts of teachers of students with deaf-blindness with teachers of students with multiple disabilities and presented the data under the multiple disabilities category. Student counts were combined in the same fashion.

Massachusetts -- The State only reported counts of teachers serving students in cross-categorical classrooms due to State law prohibiting data collection by disability.

Minnesota -- The State did not report teachers of students with multiple disabilities because students with multiple disabilities were reported under the students' primary disabilities.

Montana -- Montana has only cross-categorical special education classrooms. Therefore, the counts of teachers needed to provide special education services were reported under cross-categorical programs.

New Jersey -- The State indicated that the decrease in the number of needed staff was a result of the collection of data on "retained in State" as opposed to "retained in district." This new data collection allowed the State to collect data more accurately on statewide personnel need.

New Mexico -- The State indicated that the decrease in the number of special education teachers needed from 1991-92 to 1992-93 was primarily due to a decrease in the number of preschool teachers needed from 300 in 1991-92 to 3 in 1992-93. There was less need for preschool teachers because the growth in the age 3-5 population was not as large as anticipated. In addition, the projected shortage of staff willing to work with this population did not occur.

New York -- The State combined counts of teachers needed for students with deaf-blindness with teachers of students with multiple disabilities. The data were presented under the multiple disabilities category. New York indicated that increases in the total number of personnel needed from 1991-92 to 1992-93 represent attempts by the State to improve data collection and reporting. Those data were not reported in previous years.

Ohio -- The State combined the counts of teachers of students with other health impairments with teachers of students with orthopedic impairments. The data were presented under the orthopedic impairments category.

Table AD1 and AD2: Exiting

Alabama -- The State suspects that the increase in the number of students who graduated with a certificate from 1991-92 to 1992-93 may be a result of the increased level of difficulty of the high school exiting examination (students need to complete a given number of Carnegie units and pass the exit examination to graduate with a diploma). It appears that the rigor of the exam has resulted in more students choosing to graduate with a certificate, which does not have the exit examination requirement. The increase in the total number of students that exited was a result of improved reporting. The new exiting categories provided local school districts with a better opportunity to reflect accurately the exiting status of their students.

Arkansas -- The State indicated that the increase in the number of students with specific learning disabilities that exited special education from 1991-92 to 1992-93 was a result of the State adopting a more comprehensive eligibility criteria for identifying students with this disability.

California -- The State indicated that the increase in the number of students with various disabilities exiting the educational system from 1991-92 to 1992-93 could be attributed to a change in data collection methodology from State-level data collection to district-level data collection.

Illinois -- The State did not report exiting data for students with multiple disabilities. The data were presented under the students' primary disabilities.

Maryland -- The State indicated that the increase in the number of students who exited from 1991-92 to 1992-93 was the result of better data collection.

Massachusetts -- The State did not collect data for "graduation through certificate or completion of IEP requirement" because all students graduate with diplomas. Massachusetts is prohibited by State law from collecting data by disability. Assignment to disabilities categories is based on a formula.

Missouri -- The State indicated that the increase in the number of students that exited the school system from 1991-92 to 1992-93 was due to better reporting by the school districts and to the use of the new exiting categories.

New Jersey -- The State did not report exiting data for 14- and 15-year-old students because State law mandates that students cannot leave the educational system until they are 16 years old. New Jersey did not collect data for "graduation through certification or completion/fulfillment of IEP requirement" since all students who graduate receive a diploma. The State indicated that exiting data represented a weighted sample comprised of half of the school districts in the State. Each school district reports exiting data every other year, except for the three largest districts which report exiting data every year. New Jersey indicated that the increase in the number of students that exited special education from 1991-92 to 1992-93 could be attributed to the following factors: a) the age range of students reported on the table was expanded from 16-21 to 14-21 in response to the addition of the "Moved" and "Returned to Regular Education" bases of exit (the State felt the previous categories were not relevant for students ages 14-15); and b) the addition of two new categories -- moved, known to be continuing and moved, not known to be continuing -- to the data collection.

New York -- The State indicated that the increase in the number of students that exited from 1991-92 to 1992-93 was due to increased data collection efforts and to improvements in data collection instruments. A significant portion of the increase was due to reporting exiting data on students who were served in non-graded programs.

Ohio -- The State combined exiting data for the other health impairments and orthopedic impairments categories. The data were presented under the orthopedic impairments category.

Oregon -- The State indicated that students with multiple disabilities were reported under their primary disability conditions. The multiple disability category was used to report students that exited special education but did not have a valid disability code.

Pennsylvania -- The State indicated that 'graduation with a certificate' was not a valid basis of exit in the State.

Puerto Rico -- Puerto Rico indicated that the decrease in the total number of students that exited from 1991-92 to 1992-93 was due to changes in the definition of "dropped out" that resulted in a decrease in the number of students in that category.

Texas -- The State thought that the decrease in the number of students that dropped out from 1991-92 to 1992-93 was a result of the recent emphasis in the State on academic assessment.

Washington -- The State indicated that the decrease in the number of students who exited from 1991-92 to 1992-93 was due to a change in data collection methodology. Exiting data are now collected from an individual student record data base rather than aggregate paper forms.

NOTES FOR IDEA, PART H DATA

Notes for State data on infants and toddlers served under the Part H program (as reported in Chapter 2 and in Tables AH1 and AH2) contain information on the ways States collected and reported data differently from the OSEP data collection formats and instructions. Year-to-year changes have not been tracked for data other than child count and early intervention services because many States had not yet fully implemented Part H before 1993-94.

Counts of Infants and Toddlers Served (1993-94)

Alaska -- The State indicated that early intervention programs did not consistently define waiting lists to only include children who were evaluated.

Arizona -- The State indicated that the decrease in the number of infants served from 1992-93 to 1993-94 in Other Programs was because participating agencies reported more of their children in their Chapter 1 (SOP) counts.

California -- The State indicated that the increase in the number of children that received early intervention services was due to an increase in the funding available for early intervention programs.

Colorado -- The State indicated that the number of infants and toddlers in need of early intervention services could not be determined.

Illinois -- The State verified the increase in the number of children served between 1992-93 and 1993-94 and indicated that the number of children served will continue to increase over the next few years. The State anticipates that the number of providers will also increase.

Indiana -- The State indicated that the increase in the number of children served from 1992-93 to 1993-94 in Other Programs was due to an increase in the at-risk population. The Healthy Family program and other local initiatives have made a concerted effort to identify biologically and environmentally at-risk children.

Massachusetts -- The State indicated that four children older than 36 months received early intervention services under Part H.

Michigan -- The State explained the increase in the number of children served from 1992-93 to 1993-94 in Other Programs as a result of Michigan going into full implementation of Part H. One result of the full implementation of Part H was increased cooperation among the Department of Education and other agencies that provide early intervention services to infants and toddlers.

Mississippi -- The State indicated that the decrease in the number of children served from 1992-93 to 1993-94 was due to a change in State policy from reporting all children who were served in accordance with some plan to reporting only those children with IFSPs or IEPs. The State asserted that the current data are the most accurate to date. The State further noted that the number of children receiving early intervention services will increase in the future as more eligible children are identified, provided with IFSPs, and served.

New Hampshire -- The State indicated that the decrease in the number of children served from 1992-93 to 1993-94 in Other Programs was because all infants and toddlers, except for at-risk children, were reported under Chapter 1 (SOP). The State suspects that the prior year Other Programs data included duplicated Chapter 1 (SOP) data.

New Jersey -- The State explained the increase in the number of children served from 1992-93 to 1993-94 in Other Programs as a result of the change in the Part H Lead Agency from the Department of Education to the Department of Health.

New York -- The State indicated that all infants and toddlers were served in Chapter 1 (SOP) programs on December 1, 1993. In 1993, New York entered its fourth year of implementation. The State further indicated that the increase in the Chapter 1 (SOP) data were due to a change in reporting methodology. The 1992-93 data were obtained by surveying providers, whereas the 1993-94 data represents an actual count.

Ohio -- The State indicated that the increase in the number of children served from 1992-93 to 1993-94 in Other Programs was due to increased enrollment of children at the local level; the increase was primarily in Department of MR/DD programs.

Puerto Rico -- Puerto Rico indicated that in addition to the 4,325 children reported on the data table, there were an additional 534 infants and toddlers that received early intervention services through the Department of Education that could not be reported by individual age-year. Puerto Rico further noted that it could not assure that this additional figure represented an unduplicated count.

Rhode Island -- The State indicated that the decrease in the number of children served from 1992-93 to 1993-94 in Other Programs was due to efforts by the State to reduce duplicate reporting. Rhode Island suspected that the 1992-93 Other Programs data duplicated the Chapter 1 (SOP) data.

Utah -- The State indicated that the increase in the number of infants served from 1992-93 to 1993-94 in Other Programs was due to the development of a program to identify and serve children who require periodic monitoring rather than full multidisciplinary early intervention services. These children are being served through the Infant Development Program and were counted in the Other Programs category.

Vermont -- The State indicated that it was in the second year of extended participation in P.L. 102-119 and that its early intervention system was still under development. Hence, it had only just begun to comprehensively serve children. Infants and toddlers that received early intervention services were served either through early intervention pilot sites or through local school districts. Vermont said that although there was not a waiting list for services, the potential number of children in need of services could be estimated from the difference between the number of children that received services and the number of children potentially eligible for Part H services (based on a 3 percent incidence rate).

Virginia -- The 1993-94 Part H child count did not include 2 year olds who received Part B services. This resulted in a significant decrease in the number of children served in Other Programs. Simultaneously, intensive Child Find efforts across the state increased the number of children served in Chapter 1 (SOP) programs thereby reducing the drop in the total early intervention population.

Wisconsin -- The State indicated that all children in Part H programs were counted under Chapter 1 (SOP).

Early Intervention Services (1992-93)

Alabama -- The State indicated that the decrease in the number of children that received health services was due to improvements in its data collection system. Alabama noted that even though its data system was still under development, there have already been substantial improvements in data quality.

Arkansas -- The State indicated that the increase from 1991-92 to 1992-93 in the number of children that received services was due to the full implementation of Part H in Arkansas and to an improvement in data reporting.

California -- The State indicated that confidentiality requirements preclude an accurate, unduplicated count. Reported data represented the aggregation of counts provided by the Department of Developmental Services and California Department of Education. Each of these departments made certain assumptions with regard to grouping services in order to complete this report. California warned that these assumptions were subject to revision and hence, that the data should be interpreted with caution. The State indicated that there are individual service codes for physical therapy and occupational therapy, as well as a generic code for both of these categories. Many providers use the generic code when billing for these services, and hence the assignment of children to either of these service categories is sometimes arbitrary.

Colorado -- The State indicated that increases in early intervention services in 1992-93 were the result of (1) including data for children served in Chapter 1 (SOP) programs and (2) using a 12-month reporting period. Data reported in 1991-92 did not include Chapter 1 (SOP) data and did not use a 12-month reporting period.

Delaware -- The State indicated that the increase from 1991-92 to 1992-93 in the number of children that received nursing services was due to greater involvement by the Division of Public Health (DPH) in providing nursing services. Delaware noted that the overall quality of its data has improved because of greater participation from agencies (participating agencies increased from 29 to 43) and through the use of an automated data collection system, the Integrated Services Information System (ISIS).

Hawaii -- The State thought that the decrease from 1991-92 to 1992-93 in the number of children that received health services might be due to a transition between hand-count collection and a computerized data collection.

Illinois -- The State indicated that the increase in the number of children that received respite care was due to an increase in the number of providers who offered respite care and an increase in the number of parents who were aware of its availability.

Maryland -- The State indicated that the changes from 1991-92 to 1992-93 in services data were due to statewide changes in early intervention services provision and to improved data reporting by the districts.

Massachusetts -- The State indicated that the data on this report were from the ratio for specific disciplines to the total number of staff. Massachusetts did not collect data on the number of infants and toddlers that received assistive technology services/devices. The State is conducting a survey to determine these data.

Michigan -- The State estimated the services data by using services data provided on 2,809 infants and toddlers and applying that distribution of services to the full count of 3,129 infants and toddlers served, i.e., multiplying the child count data by 3,129/2,809. Michigan reasoned that the distribution of services data from four districts failing to report were roughly the same as the data for the rest of the State.

Minnesota -- The State indicated that data were not available. A student management system is being developed to collect this information in the future.

New York -- The State indicated that the 1991-92 services data included only infants and toddlers who received services at some cost to their parents, whereas the 1992-93 data included all infants and toddlers that received early intervention services in accord with Part H.

North Carolina -- The State indicated that data were reported from only eight of the 41 area early intervention programs. These data were collected as part of a special study.

Ohio -- The State indicated that services data were generated by sampling, using a method approved by the U.S. Department of Education for the 1992 report. A survey of 12 small, medium, and large counties was conducted to determine the statewide report of services provided to infants and toddlers and their families. The percentage of children that received services in each of the 17 categories of service was derived for each county through the responses of the survey. A statewide average was determined on each service category and with the use of the total number of children served, the figure for each service category was computed. Ohio indicated that the significant changes from 1991-92 to 1992-93 in the number of children that received services stems from the method by which data were obtained. Data on services for the prior and current years were obtained through U.S. Department of Education approved sampling methodologies. The changes in the service categories data are probably due to the variations in the demographic characteristics of the counties used as samples. The current estimate was based on a sample of 12 counties whereas the prior year's data was based on a sample of 8 counties.

Oregon -- The State suspects that the primary reason for the changes from 1991-92 to 1992-93 in the services data was because of a change in data collection from a system based on telephone interviews to the use of actual data from their Child Count Reporting Systems. They also suspect that most of the 1992-93 social work services data were reported under case management.

Puerto Rico -- The State indicated that the primary reason for the changes in the number of children that received services was the first-time use of a computerized data collection in 1992-93.

Tennessee -- The State verified the decrease from 1991-92 to 1992-93 in the number of children that received other early intervention services. The State suspects one of the primary reasons for the decrease was the addition of assistive technology services and vision services as reporting categories. Also, some of the data previously reported under other early intervention services was now probably reported under Medical Services. The State noted that there has been a general improvement in the accuracy in the data reported by providers because of greater adherence to correct reporting categories and to increased facility in assigning data to appropriate categories.

Virginia -- The State indicated that the increase in the number of children that received respite care was due to increased technical assistance to local service providers. Additionally, respite care has been identified by the Family Support and Advocacy subcommittee of Virginia's Interagency Coordination Council as an important service area. Hence, there has been an emphasis on promoting public awareness of the service.

Wisconsin -- The State noted that respite care was provided outside of the early intervention system.

Personnel Employed and Needed (1992-93)

California -- The State indicated that 1) the Department of Education does not collect personnel data by personnel type, and 2) the Department of Developmental Services does not collect any personnel data. The Department of Education and the Department of Developmental Services are the two major providers of early intervention services in California. Both the Department of Developmental Services and the California Department of Education are presently engaged in efforts to revise their data systems for compliance with Part H reporting requirements.

Florida -- The State indicated that reported figures did not include personnel employed by the Florida Department of Health and Rehabilitative Services.

464

Illinois -- The State did not collect personnel data on family therapists and orientation and mobility specialists.

Iowa -- The State provided the estimated full-time equivalency of personnel employed to provide early intervention services; data on personnel needed were not provided.

Maryland -- The State did not collect personnel data on orientation and mobility specialists and pediatricians.

Michigan -- The State indicated that the data were estimated using the 1992 unduplicated count of 3,129 infants and toddlers. Since data were available only for the number of personnel employed and needed to serve 2,809 children, the data were multiplied by a scaling factor of 1.139 (i.e., 3129/2809). Michigan reasoned that the distribution of personnel in four districts not submitting data were roughly the same as for districts reporting the data.

Minnesota -- The State indicated that the personnel employed data represent estimated data available from the Department of Education only. Personnel data were not available for nutritionists and physical therapists.

Ohio -- The State used sampling to collect personnel data. The sampling plan was approved by the U.S. Department of Education. These data were obtained through a study conducted on the number and type of personnel needed to provide early intervention services in 1989-90 fiscal year. The result of this survey and additional data provided by counties in 1993 represented the most current data available on personnel in Ohio.

Texas -- The State indicated that the Texas Interagency Council on Early Childhood Intervention contracted with 75 separate, community based, early childhood intervention programs to provide intervention services to children and their families. These programs report vacancies in their local programs by personnel type on an annual basis. Texas indicated that the personnel needed data represented an unduplicated count of vacancies in budgeted positions, by Federal categories, reported to the State in June, 1993. Hence, Texas' personnel needed data were a snap-shot of vacancies, and not "the total number of vacancies which occurred between July 1, 1992 and June 30, 1993.

Virginia -- The State indicated that personnel employed and needed data were not available for family therapists and orientation and mobility specialists. Virginia advised that the personnel data should be interpreted with caution. The State noted that variance across local communities in record-keeping and reporting continued to present a challenge. However, the State believed that the manpower studies conducted by the Department of Mental Health, Mental Retardation and Substance Abuse Services will enhance the validity of future data.

Wisconsin -- The State indicated that the personnel employed data were aggregated from county-reported data. The 72 counties in the State often arrange for the provision of services through private providers. Hence, the counties' knowledge of staff time and case loads were often limited. Wisconsin also indicated that it was unable to provide adequate data on the number of personnel needed to provide early intervention services.

Service Settings (1992-93)

California -- The State indicated that it does not collect age-specific data on program settings. In fact, the State indicated that they are, in general, unable to determine where and how often children receive services. California also indicated that the total number of children reported on the settings table exceeded the unduplicated count of children that received early intervention services.

Iowa -- The State indicated that settings were determined by the intensity of services (i.e., the amount of time per session/per month).

Massachusetts -- The State indicated that virtually all families received services in a variety of settings appropriate to the families needs and desires. Massachusetts noted that the multiplicity of service venues could not be shown without duplicating the count, therefore the State reported all children as receiving services at home.

Michigan -- The State indicated that the data were developed based on the 1992 unduplicated count of 3,129 infants and toddlers. Since settings data were available for only 2,809 children, the data were multiplied by a scaling factor. Michigan reasoned that the distribution across setting for those four counties not submitting data were roughly the same as for the counties that submitted data. Since the percentage of children with complete data varied by age group, a separate factor was applied to each age group. This adjustment also took into account the rounding errors introduced by the estimating process.

Minnesota -- The State indicated that it could not report the number of children (being served in various settings) by individual age-year. Minnesota said that it was developing a data system that would be able to provide this information in the future.

New Hampshire -- The State indicated that it could not report the number of children (being served in various settings) by individual age-year being served in various settings.

New Mexico -- The State indicated that it could not report the number of children (being served in various settings) by individual age-year being served in various settings.

North Carolina -- The State indicated that settings data are currently unavailable. Although these data are being collected at the local level, computer problems have made them unretrievable. These data will be supplied when the computer difficulties have been resolved.

OSEP SPECIAL EDUCATION PERSONNEL TRAINING ACTIVITIES

OSEP's Division of Personnel Preparation (DPP) offers grants to help increase the supply and improve the quality of personnel available to educate and provide early intervention services to infants, toddlers, children, and youth with disabilities. Training grants for personnel preparation were authorized in 1970 under Part D of EHA (now IDEA) to increase the number of fully qualified personnel. The bulk of program monies go to support personnel training efforts in colleges and universities. Grantees that received training funds for FY 1993 and had completed one yearly budget period were sent a self-report data collection request. Grantee-reported data about the number of: (1) students enrolled in full- or part-time preservice training, (2) recipients in funded programs, and (3) students whose training was supported by DPP grants are included in this section.

Table B.1 Full- and Part-Time Students Enrolled in Preservice Training Funded by Division of Personnel Preparation (DPP): Number and Distribution, FY 1993

Type of Special Education Training	Number of Students	Percentage of All DPP Funded Students
Adaptive physical education	180	0.79
Art therapy	0	0.00
Audiology	67	0.29
Autism	1,452	6.39
Counseling	174	0.77
Cross-categorical	355	1.56
Deaf-blindness	59	0.26
Early intervention	1,921	8.45
Health services	64	0.28
Hearing impairments	319	1.40
Instructional/assistive technology	46	0.20
Interpreting	217	0.95
Mental retardation	722	3.18
Multiple disabilities	79	0.35
Occupational therapy	96	0.42
Orientation and mobility	30	0.13
Orthopedic impairments	22	0.10
Other diagnostic	0	0.00
Other health impairments	492	2.16
Other non-instructional	75	0.33
Other professions	9	0.04
Paraprofessional	1,304	5.74
Physical therapy	24	0.11
Psychology	415	1.83
Recreational therapy	101	0.44
Regular education	2,099	9.23
Respite care	0	0.00
Serious emotional disturbance	549	2.41
Severe disabilities	1,093	4.81
Social work	48	0.21
Special education (general)[a/]	4,516	19.86
Specific learning disability	848	3.73
Speech or language impairments	1,695	7.45
Supervision/administration	880	3.87
Teacher aide	143	0.63
Traumatic brain injury	10	0.04

Table B.1 (cont'd)

Type of Special Education Training	Number of Students	Percentage of All DPP Funded Students
Visual impairments	275	1.21
Vocational education	38	0.17
Work study coordination	65	0.29
Other (specify)	2,255	9.92
Total	22,737	100.00

a/ This category reports individuals who are receiving dual certification, or are certified in more than one area.

Source: Department of Education, Office of Special Education Programs, Division of Personnel Preparation (DPP).

Table B.2 Degree Recipients in Programs Funded by DPP Grants: Number and Distribution, FY 1993

Type of Special Education Training	Number of Students	Percentage of All DPP Funded Students	Number of Doctoral Students	Percentage of All DPP Funded Students
Adaptive physical education	66	2.51	2	3.39
Art therapy	0	0.00	0	0.00
Audiology	27	1.03	1	1.69
Autism	16	0.61	4	6.78
Counseling	19	0.72	0	0.00
Cross-categorical	33	1.26	0	0.00
Deaf-blindness	3	0.11	0	0.00
Early intervention	284	10.81	5	8.47
Health services	2	0.08	0	0.00
Hearing impairments	130	4.95	0	0.00
Instructional/assistive technology	13	0.50	1	1.69
Interpreting	22	0.84	0	0.00
Mental retardation	134	5.10	4	6.78
Multiple disabilities	21	0.80	2	3.39
Occupational therapy	11	0.42	0	0.00
Orientation and mobility	9	0.34	0	0.00
Orthopedic impairments	3	0.11	0	0.00
Other diagnostic	4	0.15	0	0.00
Other health impairments	0	0.00	0	0.00
Other non-instructional	0	0.00	0	0.00
Other professions	4	0.15	0	0.00
Paraprofessional	102	3.88	0	0.00
Physical therapy	7	0.27	0	0.00
Psychology	78	2.97	3	5.08
Recreational therapy	32	1.22	1	1.69
Regular education	165	6.28	0	0.00
Respite care	0	0.00	0	0.00
Serious emotional disturbance	141	5.37	6	10.17
Severe disabilities	211	8.04	0	0.00
Social work	22	0.84	0	0.00
Special education (general)[a/]	200	7.62	9	15.25
Specific learning disability	167	6.36	7	11.86
Speech or language impairments	496	18.89	3	5.08
Supervision/administration	16	0.61	6	10.17
Teacher aide	0	0.00	0	0.00
Traumatic brain injury	0	0.00	0	0.00

Table B.2 (cont'd)

Type of Special Education Training	Number of Students	Percentage of All DPP Funded Students	Number of Doctoral Students	Percentage of All DPP Funded Students
Visual impairments	50	1.90	2	3.39
Vocational education	3	0.11	0	0.00
Work study coordination	2	0.08	1	1.69
Other (specify)	133	5.06	2	3.39
Total	2,626	100.00	59	100.00

a/ This category reports individuals who are receiving dual certification, or are certified in more than one area.

Source: Department of Education, Office of Special Education Programs, Division of Personnel Preparation (DPP).

Table B.3 State or Professional Certification Received in Programs Funded by DPP Grants: Number and Distribution, FY 1993

Type of Special Education Training	Number of Students	Percentage of All DPP Funded Students
Adaptive physical education	36	1.58
Art therapy	0	0.00
Audiology	28	1.23
Autism	12	0.53
Counseling	12	0.53
Cross-categorical	20	0.88
Deaf-blindness	13	0.57
Early intervention	282	12.35
Health services	13	0.57
Hearing impairments	102	4.47
Instructional/assistive technology	0	0.00
Interpreting	35	1.53
Mental retardation	140	6.13
Multiple disabilities	27	1.18
Occupational therapy	10	0.44
Orientation and mobility	8	0.35
Orthopedic impairments	5	0.22
Other diagnostic	9	0.39
Other health impairments	0	0.00
Other non-instructional	0	0.00
Other professions	1	0.04
Paraprofessional	20	0.88
Physical therapy	2	0.09
Psychology	52	2.28
Recreational therapy	26	1.14
Regular education	83	3.64
Respite care	0	0.00
Serious emotional disturbance	242	10.60
Severe disabilities	88	3.85
Social work	12	0.53
Special education (general)[a]	220	9.64
Specific learning disability	299	13.10
Speech or language impairments	264	11.56
Supervision/administration	29	1.27
Teacher aide	0	0.00
Traumatic brain injury	1	0.04

Table B.3 (cont'd)

Type of Special Education Training	Number of Students	Percentage of All DPP Funded Students
Visual impairments	51	2.23
Vocational education	11	0.48
Work study coordination	4	0.18
Other (specify)	126	5.52
Total	2,283	100.00

a/ This category reports individuals who are receiving dual certification, or are certified in more than one area.

Source: Department of Education, Office of Special Education Programs, Division of Personnel Preparation (DPP).

SUMMARIES OF STATE AGENCY/FEDERAL EVALUATION STUDIES PROGRAM

The State Agency/Federal Evaluation Studies (SAFES) program was established with the passage of the EHA (now IDEA) Amendments of 1983 (P.L. 98-199). Section 618(d) authorized the Secretary of Education to provide matching funds to State educational agencies (SEAs) to evaluate the impact and effectiveness of programs for students with disabilities. In authorizing this program, Congress intended to promote an evaluation effort that would be beneficial at the Federal, State, and local levels. Only minor changes have been made in the program over the years. The 1986 Amendments (P.L. 99-457) expanded eligibility under this program to other State agencies that administer early intervention programs for infants and toddlers with disabilities under Part H of the Act. The 1990 Amendments (P.L. 101-476) more clearly focused the intent of the studies to generate supporting data and information for program improvement.

This Appendix contains summaries of 4 SAFES studies. Two of the summaries were feasibility studies, and two were evaluation studies. Appendix D contains abstracts of the SAFES studies that were funded in FY 1994.

FEASIBILITY OF DETERMINING THE DEGREE OF CORRESPONDENCE AMONG NCEO, PROJECT PASS, AND STATE OUTCOME MEASURES

Delaware Department of Public Instruction, FY 1992
Kentucky Department of Education, FY 1992

Kentucky and Delaware conducted a feasibility study to determine if the relationships among proposed national outcomes and indicators formulated by the National Center on Educational Outcomes (NCEO), existing state outcomes and indicators, the PASS instrument, and individualized education plan (IEP) objectives could be explored. The study was based on the belief that programming for students with disabilities should be based on outcomes aligned with individual student needs. National and State outcomes have been established partly in response to the need to assess the effectiveness of programs for students with disabilities. As these are created, therefore, it is important to determine the degree of correspondence among the various outcomes and indicators and the relationship between these outcomes and indicators and student IEPs.

Background

When attempting to ascertain outcome information for students with disabilities, three problems arise. First, no uniform set of student outcomes exists. Second, district and State information is often limited to federally mandated information, which is then aggregated. Finally, much data on individual students are only available at the classroom level or found in IEPs.

The degree to which various national outcomes and indicators agree or disagree with State and local outcomes and indicators remains unknown. This study addressed the feasibility of linking these various outcomes and indicators. Three study questions were addressed by the study and are described below.

1. Is it feasible to establish a correspondence among the NCEO, the PASS instrument, and outcome measures used in Delaware (SEEDS) and Kentucky (KERA)?

2. Is it feasible to obtain information from student records to answer Items E-H of the PASS instrument?

3. Is it feasible to link IEP objectives with PASS Items A-D and KERA's 75 Valued Outcomes?

Delaware and Kentucky both addressed Question 2, since student record content was common to both States. The two States split Question 3. Because Delaware did not have state outcomes in place, it addressed the feasibility of linking IEP objectives with

PASS items A-D. Kentucky focused on the feasibility of linking IEP objectives with KERA's 75 Valued Outcomes.

Methodology

Delaware. Six districts and one agency, representing the three counties in the State, volunteered to take part. Twenty-three individuals participated in the matrixing phase of the study. Participants were district administrators, program directors, preschool through secondary school teachers, vocational education teachers, directors of programs for students with orthopedic, moderate/severe mental, and visual disabilities, the project director, and the State coordinator.

Kentucky. An Advisory/Development Group was formed with individuals who were knowledgeable and experienced with students with disabilities to matrix the study instruments. Participants included members of the University of Kentucky, the Department of Education, members of local districts selected for their experience with students across age groups and disabilities, and a member of the Ohio Valley Educational Cooperative (OVEC).

Sample

Delaware. Each LEA selected a sample of at least ten student records. Selections were based on two criteria. One, the individuals who selected the records must have participated in the matrixing of study instruments. Two, a wide range of disability categories had to be included in the sample.

Because LEAs included preschool through secondary programs serving populations with mild, moderate, and severe disabilities, the sample was stratified based on age and grade distribution. The representation of the orthopedic, moderate/severe mental disabilities, and visual impairments categories is not reflective of the State as a whole.

Kentucky. Each school district of the Ohio Valley Educational Cooperative selected a sample stratified across age groups and disability categories, representing their special education population.

Procedures

Delaware. To answer Question #1, the matrixing of the study instruments was completed by matching: 1) PASS domains and subskills with the NCEO domains and indicators and 2) SEEDS domains with the NCEO domains and indicators. To answer Question #2, LEA participants determined from the student records sample whether information existed to answer items E-H of the PASS instrument. They were not required to respond to each item, but were required to determine if the student records contained the information needed to answer each item. To address Question #3, participants matched student IEP objectives with the corresponding PASS item in sections A-D. Only the single best match was identified.

Kentucky. To answer Question #1, the matrixing of the study instruments was completed by matching: 1) KERA valued outcomes to the PASS and 2) NCEO with KERA and vice versa. To answer Question #2, LEA participants determined, from the sample student records, whether there was information to answer items E-H of the PASS to determine if the student records contained the information to answer each item. They were not required to respond to each item but simply to determine if the student records contained the information to answer each item. To address Question #3, teachers matched each IEP objective of the student sample with a corresponding KERA valued outcome. This, too, was the single best match. If no match was found, the item was left blank.

Instruments

The educational outcomes and indicators developed by the NCEO were chosen because it was felt that using outcomes and indicators was preferable to developing a new measure or using a State measure that may have been developed with only that State's needs and perspectives in mind. The NCEO outcomes and indicators were developed from a national perspective.

The Performance Assessment for Self-Sufficiency (PASS) instrument was developed primarily to project post-secondary school services needed by students with disabilities when transferring from secondary school to adult services. These adult service needs may reflect a level of skill development of interest in outcome assessment. Because the PASS instrument may be used by States in the future to meet federal requirements for reporting anticipated services data, the match to a comprehensive outcome instrument could prove useful.

The goals and outcomes described in the Kentucky Education Reform Act (KERA) were also used. KERA sets forth six learning goals. These goals are in turn further defined by 75 valued outcomes addressing six domains: application of communication and mathematics; application of academics, humanities, living skills, and vocational studies to adult life; self-sufficiency; responsible members in the community; problem solvers; and the application of learned skills to new situations.

The Delaware SEEDS document was the fourth instrument used. SEEDS is similar to the NCEO outcomes, but is not as comprehensive as the NCEO. It contains indicators assessing four areas valued by the Delaware stakeholders that created the document: progress in academic, vocational, and behavioral skills; readiness to enter the adult community as productive members of society; a high quality of life in the community; and stakeholder satisfaction.

IEPs and student records were the fifth source of information used in this study. The IEP or student records are the source of much data at the individual level and a major source of data for the study.

Findings

From the outset, this study was designed to answer concerns common to the two States and address specific State needs. Although procedures common to both States were initially established, post hoc analyses revealed differences between the States. Consequently, findings are limited to each State and must be interpreted cautiously.

Question #1. Both States were able to match items across the various instruments. Therefore, it was concluded that it is feasible to establish a correspondence among the measures used in this study, albeit a limited one. The resulting matches are of questionable value when reliability and validity are considered, for a number of reasons.

- Both States found it difficult to determine a "single best match" across instruments during the matrixing process, resulting in high response variance.
- Many variables appear to play a part in the matching process. For example, the NCEO and PASS are different instruments with different purposes and content. The NCEO is an outcome measure reflecting summative data. The NCEO instrument aggregates data across various age groups. PASS assesses individual "student behaviors." The different functions of these instruments made the determination of correspondences difficult--though correspondences were still possible.
- The wording of NCEO indicators and PASS subskills may have made matching difficult. Both instruments attempted to ascertain measurable behaviors. However, such terms as "mastered reading" and "advocates for self" are not easily operationalized. Others, such as "counts to twenty" or "...with a drivers license" are easily determined. When global indicators are included in the instruments, the level of idiosyncratic interpretations rises, making the intended meaning unclear. Thus, items globally worded may have been the source of variance found across all measures, not the instruments themselves.

Question #2. In Delaware, approximately 50 percent of the items found in PASS across all ages could be answered from student records. In Kentucky the percentage was significantly higher--76 percent. An explanation for the discrepancy remains to be determined. In Delaware, teachers of the actual students whose records were used for the study completed this task. In Kentucky, the task was completed by the local coordinators. It is suspected that differences in methodology between the States had more to do with the difference than the content of student records. Nonetheless, it is feasible to use student records to determine much information sought for the PASS instrument. However, other sources of information will be required to complete the entire PASS instrument.

Question #3. In Delaware, though the sample size for some disability categories was small, the match of IEP objectives with the PASS items A-D was feasible. Fifty-six percent of those objectives found in student IEPs related to some item in the PASS instrument. In Kentucky, 66 percent of IEP objectives could be matched to one of the KERA 75 valued outcomes. If 56-66 percent is an acceptable level of matching--and that remains to be determined--it is feasible to match IEP objectives with the PASS (Sections A-D) and KERA's valued outcomes. Some matches were greater than others across items and disabilities.

Discussion

This study determined that it is feasible to obtain correspondences among various outcome measures, linkages between IEPs and these outcome measures, and transition data from student record. However, there are limitations to determining such correspondences.

In addition, confidence in the study results can be affected by a number of study limitations. Matching items from one measure or instrument with another developed for a different purpose may result in high response variance. Instrument items written in global terms may be interpreted idiosyncratically. The validity of matches between global terms may be challenged on this basis. When the direction of matching between NCEO and PASS was changed, the matches were sometimes different. This raises concerns about validity and reliability. Participants' skill at working with the instruments increased as time passed. Validation of matches between IEPs and PASS or KERA were not conducted. Item analyses may reveal specific patterns that might undermine confidence in the results. Validating the activities of the participants was very difficult. Writing a strict protocol to govern the study, and adhering to it, might have prevented some matching variance. A relatively small student sample of those ages 14 and over was obtained. Since the PASS instrument is designed specifically for this age group, the small sample size places further limitations on generalization.

USING EXIT PERFORMANCE ASSESSMENTS TO EVALUATE AND IMPROVE PROGRAMS FOR STUDENTS WITH EMOTIONAL IMPAIRMENTS AND STUDENTS WITH EDUCABLE MENTAL IMPAIRMENT

Michigan State Board of Education, FY 1989

In response to the concerns of special educators, parents, and others about special education programs effectiveness, the Michigan State Board of Education Center for Quality Special Education (CQSE), which is supported through IDEA funds awarded by the Board to Disability Research, Inc., will develop, test, and validate a program improvement strategy targeted at special education students with emotional impairments (EI) or educable mental impairment (EMI). Performance expectations representing desired educational outcomes for students with EI and EMI were identified through a statewide consensus-building process. Secondary students from 28 Michigan school districts who were nearing completion of their programs were assessed on these outcomes. Using specially designed and standardized performance-based tests called Exit Performance Assessments (EPAs), the schools examined student achievement on each outcome. Comparisons between expected group performance and actual group performance by teams of educators in each school district were used to identify areas of program need. Each school district team prepared a program improvement plan.

Project Objectives

The specific project objectives are as described below.

1. To develop reliable and valid assessment devices (Exit Performance Assessments) to measure performance on desired outcomes for EI and EMI students.
2. To collect performance data on a representative sample of students within 20 school districts. (Twenty-eight districts eventually participated.)
3. To identify district and statewide discrepancies between student performance and desired outcomes.
4. To analyze program deficiencies and design school improvement plans based upon individual district performance on the EPA.
5. To identify statewide deficiencies and recommend to Special Education Services new directions of policy and support needed to help local districts in helping students to achieve desired outcomes.

EPA development

Program improvement and program effectiveness were issues often raised by Michigan special educators during the 1980s. Because school districts must comply with IDEA mandates that they provide a free appropriate public education for students with disabilities, most educators became less concerned about whether equitable education programming for these students was in place. Instead, they focused on whether such programs were effective. Parents and others also had similar concerns. While there was seemingly a broad consensus that special education students benefit from services, data indicate that these students were not faring well in or out of school.

In response to these concerns, the Michigan Department of Education in 1987 developed an outcome based system local schools could use to evaluate the effectiveness of the services provided to students with disabilities. This system became known as the *Outcome Indicators for Special Education Project*. Addressing specific disability categories and using a consensus-building approach, teachers, consultants, parents, advocates, school administrators, university and adult service agency personnel, and other stakeholders identified critical student outcomes expected to be in place when these students exit school.

Outcomes are targeted at areas where students must meet the challenge of a significantly disabling impairment, in this case EI or EMI. The outcomes are useful measures because they represent expected adult behavior that results from meeting the educational needs of these students. The outcomes are distinctive in three ways. First, they are desired and realistic end points of education. Second, they represent performance in those real-life situations students are expected to function in as adults. Third, the outcomes focus on what individuals "do" and "how they function," rather than on "what is taught."

How well students achieve these outcomes is measured in part by the Exit Performance Assessment (EPA). EPA is a composite of data-gathering methods and may include written self-reports, paper-pencil tests, performance demonstrations, teacher observations, or teacher-student interviews. EPA provides information about both students and districts. Students performing above or below expectations have their educational strategies reassessed. When groups of students from a district perform below expectations, the entire school program is reviewed.

Performance Data Collection

The 28 districts participating in the project reflected Michigan's population distribution, geography, and other demographic variables. The districts, like the State overall, had varying approaches to addressing local versus intermediate district programming control issues. Some districts participated in both the EI and EMI components, and some only in one of the components. Program settings included the full range of possibilities, from fully mainstreamed to residential. Participants in both components provided services at the preschool, elementary, middle, and secondary levels. EMI component participants also provided post-secondary services. Participants included local and ISD directors and staff, support services staff, parents, and teachers.

Identification of Outcomes Discrepancies

The aggregated data indicated these students were not prepared to assume adult living roles upon exit from school. Data for students with EMI indicated that these students achieved relatively well in those areas typically addressed by schools. Of students with EMI, 81 percent achieved their outcome in grooming and appearance, 57 percent in safety, 55 percent in social interaction, and 53 percent in citizenship. However, less than 40 percent of EMI students achieved the outcome in several areas, including language, printing, math, vocational, and family living skills. Data for students with EI indicated that no outcome was achieved by 50 percent of the students.

District contact persons were surveyed concerning participant's perceptions of the project and the usefulness of the data returned to them. Districts overwhelmingly concurred that their participation was a valuable experience. The data was and continues to be extremely useful in implementing data-based program improvement decisions.

In general, districts felt that the assessment results accurately portrayed the students. Districts experienced some difficulty generalizing EPA results to their EI and EMI populations because the students who were assessed were not randomly selected. In addition, the selection criteria used by different districts varied. Some assessed all high or all low functioning students; others assessed students who were not at or nearing program completion. One intervening variable in particular—the heterogeneity of the EMI population, which included students with closed head injury, POHI, TMI, and learning disability—made it difficult to assess performance on outcomes designed to address the needs of students with educable mental impairment only and no other impairments.

Generalizability was also affected because the number of students assessed in each district was fewer than planned. Only 153 (53% of those planned) of the students with EMI and 74 (45% of those planned) of the students with EI were actually assessed. Factors causing reduced number of assessments included time (5.5-6 hours) required to complete assessments and staff, substitute teacher, and class time shortages. Also, students were not always available consistently, and some were unable to complete their assessment.

School Improvement Plans

Districts determined that many students needed mobility training and improved instruction in language and math skills functional applications. Districts also determined that reorganizing service delivery in the following areas would result in more effective instruction: resources allocation; decisions regarding professional development and instructional settings, activities, and materials; curriculum development; quality IEP and ITP development; improved communication; and effective management and planning.

Statewide Recommendations

1. *Provide ongoing data analysis and technical assistance services to individual school districts.* School personnel have too many competing priorities and lack the expertise to analyze and present group performance data to participate without assistance. They will use data to plan program improvements if it is timely and presented in useful formats.

2. *Develop plans to help a small number of local and intermediate school districts each year in the program improvement planning process.* Working with schools through planned agreements appears to generate the type of involvement that is important to program improvement. Specifying in advance the requirements for participation and then allowing school districts to survey their own staff to determine whether to participate in school improvement planning resulted in high participation rates.

3. *Incorporate more items to measure higher order thinking processes of students.* Many EPA items addressed student knowledge and understanding as opposed to higher order thinking processes, such as application, synthesis, and analysis.

4. *Prepare a short 5 to 10 page statewide report on the performance of students in this study.* Data appear to be generalizable to the larger EI and EMI populations of students who receive special education services. The data analyses indicated that students from various geographic locations performed similarly across the outcomes. However, remember that the analyses were based on a non-random sample of districts and students, and generalizability could be affected by the factors described above.

PRE-REFERRAL IMPACT: PROCESS AND INTERVENTION EVALUATION

Utah State Office of Education, FY 1991

In 1988, Utah mandated that school districts document remedial interventions prior to referring a student for a special education evaluation. Findings from the 1989 Utah State Agency/Federal Evaluation Studies (SAFES) study indicated that this pre-referral mandate did not result in a decrease in the number of students served and newly placed in special education. The 1989 project highlighted the need for conducting additional research to examine the factors that influence the successful implementation of pre-referral intervention procedures. It also indicated a need to identify the perceptions of regular educators regarding the students whose needs can be met by the pre-referral intervention process. Thus, the FY 91 SAFES study focused on identifying the impact of student demographic characteristics and components of the pre-referral intervention process on whether or not a student was placed in special education.

Sample

A sample of teachers was selected from the population of teachers who participated in the 1989 study (N = 51 schools with 1,079 teachers) and was representative of the urban and rural school districts in the state. The population of teachers was stratified into lower grade teachers (i.e., grades K - 3) and upper grade teachers (i.e., grades 4 - 6). One hundred ninety-eight teachers were randomly selected from the sampled schools based on the number of teachers in the school.

Based on the outcomes following the pre-referral intervention process, teachers were provided criteria to select no more than two students enrolled in their 1991-92 class who they considered difficult to teach and who had not been placed in special education and no more than two students considered difficult to teach who had been placed in special education. The teachers then completed case studies on these students. The number of student case studies was 359.

All teachers in the study were asked to complete the surveys. The return rate was 82 percent. Thirty teachers were selected for the intensive interviews. The sample was stratified by urban and rural, and placement or non-placement of the selected students in special education. If a teacher was selected for both placement categories, an alternate respondent was selected.

Methodology

Eight research questions were addressed in this study comparing students placed in special education and students not placed in special education following the pre-referral intervention process. The research questions focused on the degree of participation of parents and other school personnel, the specific interventions implemented and the frequency with which they were implemented, the regular education teachers' perceptions of the pre-referral intervention process, and the availability and use of pre-referral intervention inservice training. Three types of data were collected from the participating regular education teachers:

- teacher generated student data that identified demographic information, previous and current educational experiences, primary difficulty, assistance received in addressing the student's problems, and interventions and resulting placement outcomes for each student;
- teacher survey data that focused on teacher characteristics, such as previous education and teaching experience, classroom enrollment, experience and opinions relative to the pre-referral intervention process, and experience relative to current special education services; and
- teacher interview data that focused on teacher perceptions regarding why the specific student, on which they reported, was or was not referred for a special education evaluation.

Chi-square, t-test, and analysis of variance procedures, along with descriptive statistics, were used to analyze the data.

Findings

The following provides a summary of the major findings from the study.

- Students placed in special education were reported to have lower academic standings and more medical problems that contributed to their learning and behavioral problems than students not placed in special education. Additionally, a higher proportion of students placed in special education had academic problems as their primary problem while behavior was the primary problem for students not placed in special education.
- No significant difference existed in terms of the severity of the problems between the students placed in special education and students not placed in special education.
- No significant difference existed in the degree to which students and parents participated in the pre-referral process between students placed in special education and students not placed in special education.

- During the pre-referral process, special education teachers and school psychologists provided more assistance to students placed in special education than to students not placed in special education. In addition, a higher percentage of students placed in special education received remedial reading and math assistance than students who were not placed in special education.

- There was a significant difference between the intervention strategies used with students placed in special education (i.e., small group instruction and curriculum modification) and the intervention strategies used with students not placed in special education (i.e., behavior modification, physical modification of the classroom, consultation with professionals, and peer tutoring).

- Teachers modified the classroom environment more often for students not placed in special education.

- Teachers perceived that the pre-referral intervention process was no more or less effective with students who were or were not placed in special education.

- About half of the teachers reported that pre-referral inservice training was available to them and most of the teachers participated in the training, but they perceived the training as only "average" in usefulness.

In reviewing the findings, one must take into consideration several limitations. First, the study was conducted after the pre-referral mandate was implemented, thus there is no control group. Second, much of the data is self-reported and there may be a discrepancy between how teachers felt they should respond and their actual perceptions. Finally, due to the sample selection, generalizability is an issue for this study.

RELEVANT EDUCATIONAL ASSESSMENT AND INTERVENTION MODEL (RE-AIM)

Iowa Department of Education, FY 1986

Introduction

One perennial area of concern in the field of special education is the large number of students with mild disabilities, particularly students with specific learning disabilities, who are placed in special education programs but who might be better served in the regular classroom. Some school districts have responded to this problem by implementing prereferral intervention strategies to modify and improve the support services available to the regular education teacher and help maintain the student with learning or behavioral problems in regular education settings.

In an attempt to help school psychologists, school social workers, and special education consultants implement prereferral intervention strategies prior to special education evaluation, Iowa implemented the Relevant Educational Assessment and Interventions Model (RE-AIM). The directors of 15 Iowa Area Educational Agencies (AEA), which are responsible for providing special education and related services to all school-aged children in the State, agreed to participate in RE-AIM. The project provided inservice training, demonstration and application of new skills, and research and evaluation to determine the impact of prereferral interventions to related services personnel. The inservice training consisted of workshop presentations by national experts in RE-AIM methodology and follow-up training that included instruction through printed media, videotape, audiotape, teleconference, and follow-up visits by national experts. Approximately 750 related services personnel participated in the project, which lasted from August, 1986 to October, 1987.

A major component of this project was evaluation of the effects of prereferral interventions. The evaluation examined changes in related services, changes in students referred due to learning or behavioral problems, consumer satisfaction, particularly teacher reactions to prereferral interventions, and changes in the regular and special education systems.

Description of RE-AIM

RE-AIM is a behavioral interventions model, and consists of three highly compatible techniques--behavioral consultation, curriculum based assessment, and referral question consultative decision making.

- **Behavioral consultation (BC).** BC is best understood as a problem-solving model involving four stages: problem identification, problem analysis, plan implementation, and plan evaluation. BC is conducted through a series of interviews with the teacher and/or parent.

- **Curriculum based assessment (CBA).** CBA is the direct assessment of academic skills using the regular education curriculum as the source of items or tasks. The critical features of CBA are: direct observation of academic behavior, use of work samples produced in the classroom, development of target behaviors for interventions from the direct observations, content derived from the curriculum, ongoing analysis of academic skills, analysis of environmental variables, and changes in those variables.

- **Referral question consultative decisions making.** This technique involves discussions between a support services provider and the teacher concerning the nature of the referral problem and the specific kinds of information needed to make important decisions. Referrals which begin with expressions of global concerns are refined to specific questions, which then are used to guide data collection and formulation of interventions.

Evaluation Methodology

Data measuring impacts in each of the four evaluation areas were collected at a number of points during the project with a wide variety of instruments. The major evaluation instruments were questionnaires administered to participants (i.e., school social workers, school psychologists, and consultants) at three points during the RE-AIM project: in fall, 1986 at the beginning of the first workshop and prior to any RE-AIM training; in winter, 1987 after completion of the training and follow-up activities in the field; and in fall, 1987 after a second workshop and its associated follow-up field activities.

Findings

Data showed that knowledge of RE-AIM principles increased for the related services personnel who participated in the workshops and inservice training activities. However, there was a low rate of completion of inservice training follow-up activities. For example, only 96 of approximately 750 RE-AIM participants completed one or more case studies. Participants indicated that the main reason for not submitting the case studies was lack of time. Likewise, RE-AIM participants reported involvement in RE-AIM activities or using RE-AIM principles "some of the time." Participants usually reported that the reason RE-AIM could not be used more extensively was a lack of time.

Case summary reports were completed for 172 consultation cases. Some success was achieved in almost 90 percent of the cases. However, two sources of bias must be noted. First, only 172 out of a projected 1,500 case summaries were received. Second, the same person who served as the RE-AIM consultant-the school social worker, school psychologist, or consultant--interviewed the client concerning the effectiveness of the RE-AIM process. Thus, the evaluation of the RE-AIM intervention process itself was not carried out by an independent third party.

Teachers who participated in consultation services were sent a questionnaire to evaluate how well a consultant met seven objectives. The sample consisted of 155 regular and special education teachers employed in 62 Iowa school districts. The major purpose of the questionnaire was to determine satisfaction with the consultation process and whether teachers found it useful and were willing to use the service again. The results of the questionnaire indicated that the teachers liked the RE-AIM consultation services, found them helpful in solving problems, and would use the services in the future. However, it should be noted that the teachers were not randomly selected and were recruited by the RE-AIM consultants.

Some changes in the special education system did occur as a result of RE-AIM. For example, the Bureau of Special Education, Iowa Department of Education issued a policy paper which essentially gave AEAs permission to use support service personnel in capacities other than special education assessment. In addition, some AEAs implemented changes to their special education evaluation procedures to include pre-evaluation activities. Finally, while RE-AIM participants did not report any statistically significant changes in the screening of referrals, they did report the development of systematic intervention procedures prior to evaluation.

APPENDIX D

ABSTRACTS OF STATE AGENCY/FEDERAL EVALUATION STUDIES PROGRAM

The State Agency/Federal Evaluation Studies Program is described at the beginning of Appendix C. This section contains abstracts of the six SAFES studies that were funded in FY 1994. Two of the studies were feasibility studies, and four were evaluation studies.

ARKANSAS DEPARTMENT OF EDUCATION

"Determining the Efficacy of Preschool Programs for Students with Disabilities: A Feasibility Study"

Project Director: Marcia Harding

Cost: Federal Share = $47,319

Agency Share = $23,625

Total = $70,944

Project Period: October 1, 1994 - September 30, 1995

Abstract:

The Arkansas Department of Education (ADE) will conduct a 12-month feasibility study that will develop a conceptual framework for an evaluation study of the effectiveness of special education and related services for preschool children aged 3 through 5 years and their families in Arkansas. The ADE will collaborate with the University of Arkansas at Little Rock (UALR) and Section 619 programs. The number of children served by these programs is growing dramatically. In 1976-77, only 447 children age three through five received special education services in Arkansas. By 1993, 5,000 received such services. Currently, more than 1,200 children under the age of three years are also being served.

The project will study the feasibility of using a specific method to determine the effectiveness of preschool programs for students with disabilities. The focus of the study will be how preschool programs affect both children and families. Both the immediate effects of preschool programs, as well as long-term effects, will be targets of a future evaluation study, with more emphasis placed on long-term effects. The study will encompass specific aspects of certain types of interventions, such as the number of home visits; contrasts between different types of services, such as home-based or center-based; and level of interaction with nondisabled peers.

Quantitative and qualitative methods for assessing the efficacy of preschool programs will be pilot tested. A quantitative component will incorporate a statistical analysis of existing data, as well as data that will be collected specifically for the project, to assess program effectiveness. A minimum of 75 children will be included in this component of the project. A causal analysis paradigm will be used to isolate factors associated with change. Qualitative data will be obtained through focus groups with parents and service providers. Following data collection and analysis, a panel of experts will assess the feasibility of using the methodology for a state-wide, full-scale study. The panel will also advise on the project, prior to its implementation.

This feasibility study is important if Arkansas is to continue to provide appropriate services to children under six years of age who are disabled or who qualify for services because they are at-risk for developing disabilities. Although millions of dollars are being spent on services to more than 6,000 children with disabilities, the efficacy of the services has not been assessed. The proposed project would provide a basis for such an assessment. Information gained from the project can provide a basis for ADE to improve preschool services, and a basis for a state-wide, comprehensive evaluation of preschool services.

HAWAII DEPARTMENT OF HEALTH

"Evaluation of Part H Child Find"

Project Director: Jean Johnson

Cost: Federal Share = $ 93,425

Agency Share = $ 37,370

Total = $130,795

Project Period: January 1, 1995 - December 31, 1996

Abstract:

Hawaii's Department of Health Zero-to-Three Project, Early Intervention Coordinating Council, and the University of Hawaii will collaborate on an evaluation of the effectiveness of Hawaii's child find services. IDEA, Part H requires States to implement a child find component to identify eligible children and refer them to service providers. Little information is available on how the child find component required by Part H is working, either in Hawaii or nationally. The evaluation goals and methodology are:

1. *Describe the present child find and referral system in terms of its practices, effectiveness, and impact on program staff and families.* Data for the period 12/31/93 to 6/15/94 will be collected from existing agency records. Records will be studied by sampling approximately 400 of the 4000 children certified eligible each year. Impact data will be collected through surveys and interviews. Quantitative data will be presented in tabular form with descriptive statistics. When appropriate, correlations will be calculated. Qualitative data from interviews will also be analyzed.

2. *Develop a set of standards against which to evaluate the effectiveness of child find.* The Coordinating Council and the Evaluation Advisory Group will create initial standards during the first year of the project.

3. *Identify gaps and barriers that impede a smooth and effective process wherever the evaluation shows child find fails to meet the newly developed standards.* Interviews, focus groups, and surveys of families, program staff, and administrators will be conducted. Samples of 40 families will be drawn from program records.

4. *Recommend changes in policy and practice to improve the effectiveness of child find and referral.* The Project Advisory group will consider identified gaps and barriers and describe ways to improve policy/practice. Necessary resources and impacts will be studied with input from programs and families.

5. *To develop and disseminate a model for evaluating Part H child find and referral systems.* A document describing the model will be disseminated nationally.

The evaluation will establish the effectiveness of current policies and practices. By providing data for specific population groups, families of children with different developmental profiles, and the separate state regions, the evaluation will enable the child find and referral system to better meet the needs of all families. The evaluation results can also be used in planning and resource allocation. Finally, the evaluation model can be adapted to virtually any State's system, thus producing results that can enhance the capacity of State and local agencies to improve services.

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

"A Study to Determine the Relationship between Instructional Setting, Instructional Curriculum, and Selected Performance Outcomes for Students with Disabilities"

Project Director: E. Lowell Harris

Cost: Federal Share = $ 80,806

Agency Share = $ 54,350

Total = $135,156

Project Period: September 1, 1994 - August 31, 1996

Abstract:

The North Carolina Department of Public Instruction, in collaboration with the University of North Carolina and six local education agencies, will conduct a study to evaluate outcomes attained by students with learning disabilities, severe/profound disabilities, emotional disturbance, and mild/moderate mental retardation based on the type of instructional setting and type of instructional curriculum used. This work is connected to the Department's ongoing effort to develop a comprehensive, statewide special educational evaluation system. The primary purpose of the study will be to determine:

- Does the level of outcome attainment depend upon the type of instructional setting and/or type of instructional curriculum in which the student is placed?

Data on participation outcomes, enabling outcomes, and academic outcomes for students with learning disabilities and severe/profound disabilities will be addressed in both years of the two-year study. Data for students with mild/moderate mental retardation and emotional disturbance will be added in the study's second year. Data on post-school outcomes will be collected only in the second year of the study.

The study has a secondary purpose. It will help establish a statewide special education evaluation system. The study will serve as a field test for the data collection and management system.

A 1992-93 feasibility study resulted in the development of a four-level conceptual framework evaluating educational outcomes for students with disabilities. This conceptual framework will be used in the proposed study. Data will be collected about participation, enabling, academic, and post-school outcomes. Most of the needed types of participation data (days absent, days suspended, days expelled, grade retention, and dropouts) are currently being collected by the North Carolina Division of Exceptional Children to fulfill IDEA, Part B requirements. The Addressing Unique Educational

Needs (AUEN) system developed in Michigan will be adapted for use in North Carolina and used to collect enabling outcomes data (self-esteem and social integration, personal efficiency and productivity, and language and communication). Much of the information related to academic outcomes (graduation, diploma, certificate of attendance, GPA, end of grade tests, and end of course tests) is produced by the state's testing programs. The study team will work to redesign the management of this data to allow reporting across disability categories. The recently established North Carolina transition project will collect data on post-school outcomes (e.g., college attendance, independent living, and lack of criminal record).

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

"A Study of the Feasibility of Evaluating Transition Planning as a Function of Using the PASS System"

Project Director: Jean Newborg

Cost: Federal Share = $52,280

Agency Share = $35,945

Total = $88,225

Project Period: October 1, 1994 - September 30, 1995

Abstract:

The North Dakota Department of Public Instruction will conduct a feasibility study that will result in an evaluation study design that can be used to evaluate the transition planning capabilities of the Performance Assessment for Self-Sufficiency (PASS) system. Project personnel from Project TransND, the state's systems change project for transition, and researchers at the American Institutes for Research (AIR) will take part.

To better respond to the needs of local, state, and federal agencies for information on the post-school services required by students with disabilities, AIR, supported by the ED Office of Special Education Programs (OSEP), developed (PASS). PASS includes an assessment of four major competency areas related to functional performance skills demanded by adult life, as well as an expert system that identifies primary and secondary service area needs for individuals. Aggregate data on service needs can provide information for local, state, and national planning purposes. The PASS instrument has been shown to have high reliability and validity. During the 1991-92 school year, North Dakota participated in a national field test of the administrative feasibility of PASS. The field test confirmed that sampling and data collection could be implemented successfully. Feedback from teachers who provided data indicated that the resulting information could be valuable to agencies that served youth with disabilities. In addition, a significant proportion of teachers indicated that the data could be used to help plan student transitions at the secondary level.

The purpose of the feasibility study is to identify systematically and refine evaluation questions and issues, develop a sound methodology for determining the effect of PASS on transition planning, and learn how to facilitate appropriate use of PASS data at state, regional, and local levels. The feasibility study project design tasks include: reviewing the transition planning literature; developing one or more conceptual frameworks that identify key dependent and independent variables and their interrelationships, developing a preliminary list of evaluation questions; identifying the candidate audiences that will be included in any subsequent evaluation study; and identifying data collection strategies. A data analysis and dissemination plan will also be developed.

The proposed feasibility study is important because it will ensure that the practical educational significance of systematically developed research questions is considered. The feasibility study will also ensure that replicable, sound strategies for interpreting and using PASS data for transition planning and counseling are identified for use in any subsequent evaluation study.

OREGON DEPARTMENT OF EDUCATION

"A Full Evaluation Study of the Oregon Supported Education Plan and Its Impact Upon Student Outcomes"

Project Director: Patricia Jackson

Cost: Federal Share = $ 85,104

Agency Share = $ 59,607

Total = $144,711

Project Period: October 1, 1994 - September 30, 1996

Abstract:

The Oregon Department of Education (ODE), in cooperation with Portland State University, will conduct an evaluation to determine the effect of State restructuring reforms on inclusion of students in regular education settings. Project staff will collect and analyze direct outcome measures for students with and without disabilities served in inclusive settings.

Oregon is implementing two major educational reforms that could greatly affect students with disabilities. One is the *Oregon Comprehensive Program Plan for Supported Education,* which calls for local education agencies (LEAs) to support inclusion of students with IEPs in regular school settings. This plan also requires ODE to conduct systematic evaluation activities to determine the effects of inclusion of students with IEPs on instruction and learning. The other educational reform is the *Oregon Educational Act for the 21st Century,* which became effective in 1991. The Act initiates reform at all levels of the educational process in response to problems identified by politicians and educators. These reforms include a system of performance-based evaluations to monitor the impact of change on all students, including students in special education. Important linkages have been established between the evaluation activities mandated by the Comprehensive Program Plan and the Act, and the evaluation process developed for this evaluation study.

This evaluation is a continuation of a previous SAFES project, which primarily used multiple respondent perception data to assess student outcomes. The initial study used observations, interviews, and surveys to identify participant attitudes and perceptions of student outcomes in 25 Oregon schools. In addition, study participants identified perceived barriers to supported education in these schools, and strategies to overcome them. Using a foundation of data from the initial study and the process developed in the 1993-94 SAFES feasibility study to measure direct student outcomes, this evaluation will extend the original study beyond perceptual data and assess the effect of supported

education on direct student outcomes. A portfolio assessment system developed in the feasibility study, existing student assessment information, and school records will be used to measure direct student outcomes.

The study is important because it will reflect the impact and effectiveness of a statewide effort to implement the IDEA LRE requirements. This evaluation will also provide an example of how statewide efforts for supported education might be carried out within the context of statewide initiatives for general education reform.

SOUTH DAKOTA DEPARTMENT OF EDUCATION AND CULTURAL AFFAIRS

"Involvement of Special Education in Planning and Implementing the Modernization Project"

Project Director: Deborah Barnett

Cost: Federal Share = $173,630

Agency Share = $162,311

Total = $335,941

Project Period October 1, 1994 - September 30, 1996

Abstract:

The South Dakota Department of Education and Cultural Affairs (DECA), Black Hills Special Services Cooperative (BHSSC), South Dakota Modernization Project, and three local school districts will collaborate on a two-year evaluation study to assess the effects of school restructuring efforts on students with disabilities. The study, which follows from a feasibility study, will also seek to gauge the level of involvement of special education personnel and students with disabilities and their families in school modernization efforts, and the influence of school modernization efforts on the performance of students with disabilities. The South Dakota statewide school modernization initiative, launched in 1991 is intended to provide local school districts with the motive, the means, and the necessary flexibility to prepare students for the 21st century.

The purpose of the study is to provide meaningful insight and recommendations to policy makers and practitioners at the State, district, building, and classroom levels. Towards this end, the study will answer five questions, which were formulated by an advisory panel that consisted of parents, school administrators, school and university instructors, and directors of special education. Answering the questions will require the collection and analysis of quantitative and qualitative data from a variety of sources and at different levels (though the school district will be the unit of analysis). The levels include state agency, school district, building, and classroom; the data sources include self-administered questionnaires and in-depth interviews with various players, documents on state and district planning and implementation of reform efforts, records on the performance of individual students, and IEPs. The study will focus on 20 South Dakota school districts participating in the modernization project. It will collect some basic information from 17 school districts and more detailed information from three other districts.

This evaluation study is important because it can provide an indication of how well general education and special education reform initiatives are merging. It can also result in a singular, consistent approach to merging the reform efforts of both fields.

ADDITIONAL DATA ON SERVICES FOR DEAF-BLIND CHILDREN AND YOUTH

There are two separate requirements for collecting data about children with deaf-blindness. This Appendix contains data about children and youth with deaf-blindness that are collected annually and reported to Congress on a triennial basis. The data are reported by grantees from State projects, multi-State projects, demonstration and research projects and technical assistance projects for children with deaf-blindness who are served under Parts B and H of IDEA and Chapter 1. The child counts in this section are different from the counts in Appendix A; the latter are collected and reported for IDEA, Part B and Chapter 1 funding by State educational agencies.

Table E.1 As of December 1, 1993 Count: Children with Deaf-Blindness

	Child Count Reported Under			Receiving Part H Services		Current Age of Child								Total Count
	Part B	Chapter 1	Unknown	No	Yes	0-3	4-6	7-9	10-12	13-15	16-18	19-21	Unknown	
Alabama	252		4	256		23	42	37	50	38	40	26		256
Alaska	17		3	17	3	4	4	5	3		2	2		20
Arizona	44	35	22	93	8	14	21	16	17	12	8	13		101
Arkansas	41	34	11	85	1	4	8	16	23	14	9	12		86
California	1,104	92	53	1,216	33	78	171	191	229	207	208	165		1,249
Colorado	59	28	23	110		37	21	9	20	10	9	3	1	110
Connecticut		52	6	49	9	11	5	14	10	5	11	2		58
Delaware		38		38		4	6	6	8	9	3	2		38
District of Columbia		14	1	15				4	3	4	3	1		15
Florida	320	64	6	390		40	73	85	59	59	52	22		390
Georgia	62	138	25	225		78	42	34	22	14	21	14		225
Hawaii	51	3		54		1	10	13	9	11	7	3		54
Idaho	40	8	14	59	3	5	11	12	12	8	12	2		62
Illinois	72	206	75	289	64	98	64	47	41	49	34	20		353
Indiana	62	127	16	195	10	23	36	30	30	37	30	19		205
Iowa	42	14		51	5	7	6	13	7	7	7	9		56
Kansas	64	31	2	94	3	13	12	22	20	9	12	8	1	97
Kentucky	102	41	7	147	3	17	21	25	33	22	15	17		150
Louisiana	68	57	11	126	10	30	27	12	20	25	10	12		136
Maine	15	2	6	20	3	4	1	4	8	4	1	1		23
Maryland	133	23	7	155	8	17	28	33	31	21	20	13		163
Massachusetts		2	151	149	4	23	32	36	13	24	17	8		153
Michigan	62	158		219	1	14	39	37	32	43	32	23		220
Minnesota	161	27	54	234	8	15	10	31	46	59	56	24	1	242
Mississippi	82	39	33	149	5	21	15	33	22	32	17	14		154
Missouri	124	44	11	168	11	16	26	30	30	33	23	21		179
Montana	51	6	15	54	18	19	5	19	12	6	9	2		72
Nebraska	73	4		74	3	1	14	9	14	19	13	7		77
Nevada	38		11	42	7	13	12	4	7	7	4	2		49
New Hampshire	13	43	11	53	14	18	18	12	7	6	4	2		67
New Jersey	41	320	14	362	13	54	134	65	34	37	27	24		375
New Mexico	70	14	16	94	6	15	15	15	22	16	10	7		100

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Table E.1 (cont'd)

	Child Count Reported Under			Receiving Part H Services		Current Age of Child								Total Count
	Part B	Chapter 1	Unknown	No	Yes	0-3	4-6	7-9	10-12	13-15	16-18	19-21	Unknown	
New York		556	95	651		73	104	112	100	121	89	52		651
North Carolina	227	141	24	380	12	31	56	66	68	61	53	57		392
North Dakota	4	46		43	7	13	5	5	7	11	4	5		50
Ohio	281	51	24	353	3	29	54	69	59	60	42	43		356
Oklahoma	113	10	11	130	4	9	15	20	29	33	16	12		134
Oregon	5	63	13	64	17	9	15	11	15	16	6	6	3	81
Pennsylvania	273	165	49	442	45	129	94	56	76	51	40	41		487
Puerto Rico	30			30		1	4	1	2	11	7	4		30
Rhode Island	31	21		52		12	11	10	9	4	3	3		52
South Carolina	23	265	4	289	3	71	51	48	34	26	33	29		292
South Dakota	23	16	5	41	3	4	4	3	10	11	9	3		44
Tennessee	88	29	25	127	15	44	16	18	19	20	16	9		142
Texas	370	133	25	498	30	69	99	106	71	86	59	38		528
Utah	68	24	27	101	18	19	25	14	19	26	7	9		119
Vermont	13	22	2	35	2	5	7	8	8	4	2	3		37
Virgin Islands	7	30	3	40			4	14	7	7	6	2		40
Virginia	256	35	33	317	7	49	56	68	64	48	19	20		324
Washington	34	10	91	125	10	27	28	18	24	13	12	13		135
West Virginia	44	33	11	79	9	12	21	11	13	15	8	8		88
Wisconsin	138	19	13	169	1	13	34	32	32	23	26	10		170
Wyoming	20	6	17	41	2	10	11	4	7	2	5	4		43
Pacific Basin	40	13		51	2	3	8	11	18	8	2	2	1	53
Total Count	5,351	3,352	1,080	9,340	443	1,349	1,651	1,624	1,585	1,504	1,190	873	7	9,783

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Table E.2 As of December 1, 1993 Count: Students with Disabilities in Addition to Deaf-Blindness

	Other (Additional) Disabilities								
	Autism	Serious Emotional Disturbance	Specific Learning Disabilities	Mental Retardation	Orthopedic Impairments	Other Health Impairments	Speech/ Language Impairments	Traumatic Brain Injury	Other Disability
Alabama		1	12	126	64	20	58	4	6
Alaska	1		1	14	10	12	14		4
Arizona	2	3	3	33	37	8	7		4
Arkansas	1			66	35	47			1
California	177	144	245	752	551	350	680	16	89
Colorado	2	2	8	53	53	49	57	5	13
Connecticut			3	20	17	7	11	2	6
Delaware				32	27	18	32	1	13
District of Columbia				12	7	12	13	1	5
Florida	3	7	10	228	84	52	165	1	29
Georgia	3	3	1	95	99	98	92	8	77
Hawaii	3	1	2	42	32	13	11	2	
Idaho	2		7	44	34	34	38	11	14
Illinois	2		12	209	215	95	231	5	9
Indiana		1	2	114	43	43	58	2	94
Iowa			4	38	25	20	25	3	
Kansas	1			74	38	60	11	1	3
Kentucky				30	64	66	1	4	
Louisiana				42	22	14	36	1	23
Maine			3	10	10	9	9	2	4
Maryland	1		8	126	89	35	108	2	29
Massachusetts	4	2	15	72	90	56	73	1	20
Michigan	1	5	2	171	105	54	139	7	9
Minnesota	18	6	6	69	22	22	59	7	17
Mississippi	1	1	6	89	100	17	71	4	12
Missouri	1	4	6	105	111	36	136	7	24
Montana	1		1	32	37	18	34	3	1
Nebraska	1	3	2	46	10	3	16	1	

Table E.2 (cont'd)

	Other (Additional) Disabilities								
	Autism	Serious Emotional Disturbance	Specific Learning Disabilities	Mental Retardation	Orthopedic Impairments	Other Health Impairments	Speech/ Language Impairments	Traumatic Brain Injury	Other Disability
Nevada		1	1	29	27	22	33		8
New Hampshire		1	2	18	27	27	20	2	16
New Jersey	1		2	268	12	78	7	6	4
New Mexico	1	4	7	53	42	50	50	13	12
New York	18	15	33	440	303	181	372	22	126
North Carolina	4	2	11	184	202	176	166	45	52
North Dakota				43	38	37	49		
Ohio	58	5	29	297	211	133	266	17	37
Oklahoma	5	35		87	80	1	31		
Oregon	6	2	1	40	27	6	18	4	2
Pennsylvania	6	7	35	332	236	159	354	35	101
Puerto Rico	2			27	6	19	26		
Rhode Island			1	47	44	32	44		
South Carolina	9	8	5	266	68	77	23		2
South Dakota	2	1	7	29	30	16	23	1	5
Tennessee	2	2	6	76	65	29	91	6	23
Texas	2	1	15	342	225	214	354	10	
Utah	1	1	12	78	66	54	86	4	3
Vermont			3	28	23	22	22	3	3
Virgin Islands	1	1		22	13	7	16	1	2
Virginia	1	5	3	213	125	45	159	6	50
Washington		3	1	46	38	31	5	4	
West Virginia	2	12	17	8	48	22	59	1	41
Wisconsin	25	3	3	140	108	75	127	10	9
Wyoming	1	1	8	15	16	22	15	5	1
Pacific Basin	3	2	6	27	18	5	23		4
Total Count	375	295	567	5,899	4,129	2,808	4,624	296	1,007

Table E.3 As of December 1, 1993 Count: Degree of Hearing and Vision Loss

	Degree of Vision Loss						
	Partially Sighted	Legally Blind	Light Perception Only	Totally Blind	Tested Nonconclusive	Not Tested	Unknown Degree of Loss
Alabama	86	99	16	4	44	6	1
Alaska	5	4	5	1	5		
Arizona	41	19	9	12	15	5	
Arkansas	10	9	19	14	17	16	1
California	215	317	126	215	313	44	19
Colorado	25	28	19	11	22	5	
Connecticut	7	40	4	2	5		
Delaware	18	10	2	5	3		
District of Columbia	5	3		3	3	1	
Florida	99	121	9	54	61	43	3
Georgia	33	57	40	27	51	17	
Hawaii	2	6	9	14	16	7	
Idaho	8	13	12	3	20	5	1
Illinois	89	91	90	33	48	1	1
Indiana	39	45	30	28	58	5	
Iowa	9	14	7	15	2	9	
Kansas	7	18	20	20	32		
Kentucky	33	23	54	4	13	23	
Louisiana	20	32	13	15	35	21	
Maine	7	7	3		4	2	
Maryland	43	38	19	24	31	6	2
Massachusetts	26	77	14	9	23	2	2
Michigan	34	48	41	48	37	12	
Minnesota	66	74	19	22	54	1	6
Mississippi	23	29	20	27	21	30	4
Missouri	29	44	36	20	44	6	
Montana	20	21	8	9	13	1	
Nebraska	2	17	4		32	22	

Table E.3 (cont'd)

	Degree of Vision Loss						
	Partially Sighted	Legally Blind	Light Perception Only	Totally Blind	Tested Noncon-clusive	Not Tested	Unknown Degree of Loss
Nevada	8	17	10	5	7	2	
New Hampshire	15	24	6	3	14	2	3
New Jersey	32	211	58	22	49	3	
New Mexico	29	17	9	25	18	1	1
New York	129	153	27	83	99	149	11
North Carolina	82	137	70	64	39		
North Dakota	16	5	19	8	2		
Ohio	29	59	58	69	96	40	5
Oklahoma	3	23	14	10	82	2	
Oregon	14	26	7	5	2	2	25
Pennsylvania	84	114	45	49	129	54	12
Puerto Rico	15	8		6	1		
Rhode Island	1	28	16	2	4	1	
South Carolina	181	15	30	50	13		3
South Dakota	4	7	5	6	19	3	
Tennessee	35	38	9	17	37	6	
Texas	72	218	44	69	102	23	
Utah	25	24	13	7	46	4	
Vermont	7	9	3	2	14	2	
Virgin Islands	3	5	6	3	8		15
Virginia	50	55	49	39	84	37	10
Washington	34	44	16	17	21	3	
West Virginia	13	18	13	24	18	2	
Wisconsin	13	43	25	48	7	21	13
Wyoming	5	6	4	5	15	2	6
Pacific Basin	18	13	8	4	8	2	
Total Count	1,918	2,621	1,212	1,281	1,956	651	144

Table E.3 (cont'd)

	Degree of Hearing Loss							
	Mild	Moderate	Severe	Profound	Tested Nonconclusive	Not Tested	Unknown Degree of Loss	Total Count
Alabama	69	31	30	25	82	19		256
Alaska	7	4	3	3	3			20
Arizona	17	25	30	11	15	3		101
Arkansas	6	10	18	9	22	21		86
California	150	203	274	434	89	69	30	1,249
Colorado	26	25	7	11	36	5		110
Connecticut	7	23	14	10	2	1	1	58
Delaware	14	10	11	1	2			38
District of Columbia	4	1	3	5		2		15
Florida	44	62	71	68	75	68	2	390
Georgia	32	36	61	27	50	19		225
Hawaii	5	6	6	9	22	6		54
Idaho	7	7	3	12	24	8	1	62
Illinois	102	83	77	43	43	5		353
Indiana	15	32	63	7	82	6		205
Iowa	7	16	9	14	9	1		56
Kansas	11	13	20	18	33	2		97
Kentucky	11	42	54	2	3	38		150
Louisiana	13	22	30	25	27	19		136
Maine	2	7	7		4	2	1	23
Maryland	27	52	23	29	11	20	1	163
Massachusetts	40	42	42	10	11	3	5	153
Michigan	11	39	47	36	57	30		220
Minnesota	53	43	58	67	9	6	6	242
Mississippi	16	12	23	21	60	15	7	154
Missouri	17	33	36	19	64	10		179
Montana	19	14	11	5	15	8		72
Nebraska		8	12	7	45	5		77

Table E.3 (cont'd)

	Degree of Hearing Loss							
	Mild	Moderate	Severe	Profound	Tested Noncon-clusive	Not Tested	Unknown Degree of Loss	Total Count
Nevada	11	9	9	2	12	6		49
New Hampshire	14	12	18	2	8	7	6	67
New Jersey	6	188	153	18	7	3		375
New Mexico	20	14	19	16	28	2	1	100
New York	71	84	86	102	107	185	16	651
North Carolina	99	91	107	46	49			392
North Dakota	10	15	5	6	13	1		50
Ohio	36	43	41	16	171	40	9	356
Oklahoma	4	11	20	61	35	2	1	134
Oregon	9	16	13	13	6	1	23	81
Pennsylvania	61	82	78	42	148	69	7	487
Puerto Rico	3	11	5	11				30
Rhode Island	7	20	12	1	8	4		52
South Carolina	201	27	19	29	12	2	2	292
South Dakota	15	6	8	5	9	1		44
Tennessee	23	26	31	20	32	10		142
Texas	36	78	86	87	144	97		528
Utah	18	29	16	11	42	3		119
Vermont	6	5	8	2	13	3		37
Virgin Islands		1	5	4	13	1	16	40
Virginia	29	43	50	34	121	39	8	324
Washington	18	42	35	23	16	1		135
West Virginia	7	12	11	14	39	5		88
Wisconsin	9	22	62	14	47	13	3	170
Wyoming	4	3	3	5	21	1	6	43
Pacific Basin	18	9	16	2	7	1		53
Total Count	1,467	1,800	1,959	1,514	2,003	888	152	9,783

Table E.4a As of December 1, 1993 Count: Major Cause of Deaf-Blindness -- Syndromes

	Down Syndrome	Trisomy 13	Usher's Syndrome	Other[a]
Alabama	3			9
Alaska	1			7
Arizona	5			18
Arkansas	3		5	5
California	16	3	7	75
Colorado	1	2	2	14
Connecticut			4	10
Delaware				6
District of Columbia				3
Florida	7	2	5	34
Georgia	4	2	4	20
Hawaii				6
Idaho			1	4
Illinois	3	3	5	29
Indiana	1	3	11	12
Iowa	1		2	9
Kansas		1	4	2
Kentucky	1		2	23
Louisiana	1	2	17	14
Maine		1		7
Maryland	5	1		23
Massachusetts	1	4	3	15
Michigan	3	1	8	20
Minnesota	2		21	14
Mississippi	1		4	11
Missouri	1	2	7	15
Montana	2	4	10	4
Nebraska				3
Nevada	1	1	1	8
New Hampshire	2			9
New Jersey	1	1	7	105
New Mexico	2	1	2	4
New York	17	3	16	46
North Carolina	1	1	5	25
North Dakota	3		3	3
Ohio	3	3	5	36

Table E:4a (cont'd) Major Cause: Syndromes

	Down Syndrome	Trisomy 13	Usher's Syndrome	Other[a]
Oklahoma		2		2
Oregon			5	12
Pennsylvania	11	2	4	75
Puerto Rico			1	1
Rhode Island.	2		1	2
South Carolina			1	8
South Dakota	1	1		
Tennessee	7		4	14
Texas	18	5	10	59
Utah	1		1	19
Vermont				8
Virgin Islands	1			
Virginia	4	4	4	30
Washington	3	1	12	18
West Virginia	3	1	3	12
Wisconsin	5	1	3	16
Wyoming		1		2
Pacific Basin	1		1	
Total Count	149	59	211	926

a/ Adrenal leukodystrophy; Alport syndrome.

Table E.4b Major Cause: Multiple Congenital Anomalies

	Charge Association	Fetal Alcohol Syndrome	Hydrocephaly	Maternal Drug Abuse	Microcephaly	Other[b]
Alabama		2	6	1	11	10
Alaska						3
Arizona	5		3		1	2
Arkansas	3		3	1	8	6
California	32	4	24	15	30	59
Colorado	3	1	1	1	5	20
Connecticut	5		2	1	4	4
Delaware			3		2	1
District of Columbia			1		1	
Florida	5		11	5	26	22
Georgia	9	1	2		6	21
Hawaii	2		3		5	5
Idaho	1		2	1	6	3
Illinois	13	2	21	2	14	16
Indiana	9		8	1	1	7
Iowa	11		3	2	4	
Kansas	2		2		3	
Kentucky	1				8	8
Louisiana	2		12	1	6	6
Maine			1	1		3
Maryland	11	1	4	1	16	9
Massachusetts	9		8	2	5	17
Michigan	5	1	5	5	18	11
Minnesota	7	1	2	1		19
Mississippi	1	3	8	4	13	2
Missouri	4		8	1	9	17
Montana	1	3	2		7	
Nebraska	1					42
Nevada	2		1		4	8
New Hampshire	2		3		3	10
New Jersey	1					2
New Mexico	2		3	2	4	4
New York	5	4	36	5	33	37
North Carolina	5	2	17		20	50
North Dakota	1		1		3	7
Ohio	4	2	20		25	18

Table E.4b (cont'd) Major Cause: Multiple Congenital Anomalies

	Charge Association	Fetal Alcohol Syndrome	Hydrocephaly	Maternal Drug Abuse	Microcephaly	Other[b]
Oklahoma			6	1	8	7
Oregon	4		1		1	3
Pennsylvania	15	3	18	9	15	57
Puerto Rico			1			
Rhode Island	1	1	6	2	6	9
South Carolina		1	4	1	5	4
South Dakota		5	3		2	2
Tennessee	3		3	1	8	4
Texas	11		20		40	42
Utah	1		8		11	20
Vermont			2		3	3
Virgin Islands		1	5		2	2
Virginia	4	4	12	1	14	40
Washington	8	1	7	1	5	11
West Virginia			3		8	5
Wisconsin	6	1	15	1	9	14
Wyoming			1		3	
Pacific Basin			1		2	
Total Count	217	44	342	70	443	672

[b] Chromosome 6 abnormality; brain dysgenesis.

Table E.4c Major Cause: Congenital Prenatal Dysfunction

	AIDS	Herpes	Rubella	Syphilis	Toxo-plasmo-sis	Other[c/]
Alabama			6		2	13
Alaska			1			
Arizona						4
Arkansas					2	9
California		3	51		2	26
Colorado		1	4			7
Connecticut			8			4
Delaware						9
District of Columbia						1
Florida		1	32	3	6	35
Georgia			9		2	18
Hawaii			1		2	3
Idaho						3
Illinois			20		1	29
Indiana			10		1	3
Iowa			1		1	2
Kansas		3	3			2
Kentucky			2		1	1
Louisiana			5			2
Maine						1
Maryland			6	1		9
Massachusetts	1		7			10
Michigan		3	19		2	15
Minnesota			1			24
Mississippi	1		8			11
Missouri			4		1	11
Montana			2			1
Nebraska			1			1
Nevada			1			6
New Hampshire			1		1	2
New Jersey			19			3
New Mexico			3		1	5
New York		1	54		4	
North Carolina			27		2	37
North Dakota			3			2
Ohio			7		1	18

Table E.4c (cont'd) Major Cause: Congenital Prenatal Dysfunction

	AIDS	Herpes	Rubella	Syphilis	Toxoplasmosis	Others[c]
Oklahoma		2	1		5	5
Oregon			8		1	6
Pennsylvania			19		2	20
Puerto Rico			17			4
Rhode Island			2		1	
South Carolina			1	1	2	10
South Dakota			2		1	
Tennessee		1	3			4
Texas		3	41	3	3	26
Utah		1	3			9
Vermont			1			10
Virgin Islands						2
Virginia		2	8		3	8
Washington		1	3			11
West Virginia		1	1			2
Wisconsin			5		1	2
Wyoming						4
Pacific Basin			1		3	1
Total Count	2	23	441	8	54	451

[c] Tuberous sclerosis; kernicterus.

Table E.4d Major Cause: Post-natal Causes

	Asphyxia	Enceph-alitis	Head Injury/ Trauma	Menin-gitis	Stroke	Other[d/]
Alabama		2		11	1	27
Alaska				2	1	2
Arizona	4		2	8		5
Arkansas	3	2	5	4	1	4
California	28	14	19	16	7	32
Colorado	4	2	4	8	1	5
Connecticut			1	1		
Delaware	4	1	1	1		
District of Columbia				4		1
Florida	7	7	7	9	1	21
Georgia	6	1	6	14		13
Hawaii	2	1	5	2		3
Idaho	8		3	6		4
Illinois	11	7	8	26	1	8
Indiana	5	1	1	9	1	19
Iowa		1	5	4		1
Kansas	1	6	2	2		3
Kentucky	14		1	18	1	6
Louisiana	4	1		4	3	5
Maine			1			2
Maryland	7		1	3	2	8
Massachusetts	8	3	3	6	2	7
Michigan	7	9	14	11		13
Minnesota	1	2		4		30
Mississippi	5	2	3	11	1	7
Missouri	5	5	6	4		9
Montana	1		13	5		
Nebraska		1		1		
Nevada	1		1	4		1
New Hampshire	1	1		1		4
New Jersey						2
New Mexico	6	2	14	5	1	8
New York	17	7		27	4	30
North Carolina	19	2	8	16	3	17
North Dakota	6	2	2	1		1
Ohio	19	5	15	8	5	19

Table E.4d (cont'd) Major Cause: Post-natal Causes

	Asphyxia	Enceph-alitis	Head Injury/ Trauma	Menin-gitis	Stroke	Other[d]
Oklahoma	3	2	23	3	3	
Oregon	1			1		1
Pennsylvania	18	7	12	17	5	24
Puerto Rico	1				1	
Rhode Island	7	1	2	3		
South Carolina	1	1	14	4		1
South Dakota	2	2	2	2	1	2
Tennessee	6	1	4	6	2	5
Texas	13	6	5	34	3	28
Utah	6	2	3	3	1	9
Vermont	4			2		1
Virgin Islands	1		2	2	2	2
Virginia	8	5	12	11		5
Washington	5	4	4	6		7
West Virginia	7	2	1	1	1	11
Wisconsin	8	3	4	5		5
Wyoming			1			
Pacific Basin	1	1	1	6		6
Total Count	296	124	241	362	55	424

[d] Seizure disorder; meconium aspiration.

Table E.4e Major Cause: Other Causes

	Premature	Known	Unknown	Total Count
Alabama	23	126	3	256
Alaska	2	1		20
Arizona	11	8	16	101
Arkansas	6	15	1	86
California	46	725	153	1,249
Colorado	9	15		110
Connecticut	6	8		58
Delaware	5	5		38
District of Columbia	2	2		15
Florida	40	104		390
Georgia	37	21	29	225
Hawaii	6	6	2	54
Idaho	6	14		62
Illinois	31	38	65	353
Indiana	16	84	2	205
Iowa	4	5		56
Kansas	4	22	35	97
Kentucky	6	48	9	150
Louisiana	12	39		136
Maine	3	3		23
Maryland	27	25	3	163
Massachusetts	14	27	1	153
Michigan	29	21		220
Minnesota	19	93	1	242
Mississippi	24	22	12	154
Missouri	12	58		179
Montana	14	3		72
Nebraska			27	77
Nevada	2	7		49
New Hampshire	6	16	5	67
New Jersey	22	212		375
New Mexico	11	19	1	100
New York	45	260		651
North Carolina	18	117		392
North Dakota	6	6		50
Ohio	48	55	40	356

Table E.4e (cont'd) Major Cause: Other Causes

	Premature	Known	Unknown	Total Count
Oklahoma	4	57		134
Oregon	5		32	81
Pennsylvania	48	106		487
Puerto Rico	3	1		30
Rhode Island	4	2		52
South Carolina	7	208	18	292
South Dakota	5	11		44
Tennessee	25	41		142
Texas	70	87	1	528
Utah	7	14		119
Vermont	2	1		37
Virgin Islands	2	14	2	40
Virginia	22	116	72	324
Washington	10	3	14	135
West Virginia	9	17		88
Wisconsin	9	32	25	170
Wyoming	1	11	19	43
Pacific Basin		6	22	53
Total Count	805	2,957	407	9,783

Table E.5 As of December 1, 1993 Count: Educational and Living Setting for Children with Deaf-Blindness

	Educational Services Setting									
	Regular Class	Resource Room	Separate Class	Public Separate School	Private Separate School	Public Residential Facility	Private Residential Facility	Home/ Hospital Setting	Other[a/]	Unknown
Alabama	68	28	60	15	10	39		9	27	
Alaska	5	1	8					2	4	
Arizona	9	3	25	40	5			2	11	6
Arkansas	1	1	31	9	12	10	13	4	5	
California	44	22	731	164	37	48	5	113	69	16
Colorado	18	3	24	13	21	2		23	6	
Connecticut	8	1	13	8	7		6	13	2	
Delaware	3		6	28				1		
District of Columbia				15						
Florida	28	7	211	84	2	16	1	22	17	2
Georgia	14	5	40	37	3	9		15	58	44
Hawaii	1	3	38	6		4		2		
Idaho	9	5	25	4		2		7	10	
Illinois	5	9	101	53	54	18	35	9	69	
Indiana	6	2	88	26		16	1	43	11	12
Iowa	7		16	14	2	9		8		
Kansas	10	14	28	5	12	17	3	6	2	
Kentucky	8	6	67	14	1	9		25	13	7
Louisiana		4	58	14	3	27		4	26	
Maine	7	1	4	1	1	1	2	1	4	1
Maryland	6	1	39	71	2	10	21	10	1	2
Massachusetts	11	2	28	30	21	1	27	16	15	2
Michigan	10	7	43	124	3	8		18	7	
Minnesota	43	58	53	15	1	33	1	12		26
Mississippi	2	2	49	23	2	37	1	29	7	2
Missouri	8	16	28	98	9	5		10	5	
Montana	4	2	32	1		12		17	3	1
Nebraska		9	53	9		5		1		
Nevada	3	3	10	20				8	4	1
New Hampshire	2	2	18	7	8		2	19	5	4

Table E.5 (cont'd)

	Educational Services Setting									
	Regular Class	Resource Room	Separate Class	Public Separate School	Private Separate School	Public Residential Facility	Private Residential Facility	Home/ Hospital Setting	Other[2/]	Unknown
New Jersey	2	3	228	61	2	12	3	3	60	1
New Mexico	4	1	44	6	2	17		16	7	3
New York	18	5	155	120	173	24	56	30	59	11
North Carolina	5	3	23	83	18	41	196	22	1	
North Dakota	3	1	14	5		5	5	15	2	
Ohio	7	2	53	187	18	47	19	13	8	2
Oklahoma		5	89	13	5	6	3	13		
Oregon	16	7	37	3	2	4		8	1	3
Pennsylvania	18	24	148	40	88	3	24	88	50	4
Puerto Rico	5			25						
Rhode Island	1	3	6		19	1	1	12	9	
South Carolina		2	191	5	1	48		3	42	
South Dakota	1	5	7	4		15	8	2	2	
Tennessee	5	10	46	15	5	24		8	29	
Texas	12	28	304	84	21	38		41		
Utah	2	2	41	51	1			8	14	
Vermont	17	4	4				3	3	6	
Virgin Islands			32	1	2	1		1		3
Virginia	8	14	85	105	1	38	10	23	18	22
Washington	8	8	68	2	4	13		20	11	1
West Virginia	7	8	32	5		17		16	3	
Wisconsin	7	6	124	8	1	12	1	7	3	1
Wyoming	2	9	11	3		4	1	7		6
Pacific Basin	3	2	30	1				12	4	1
Total Count	491	369	3,699	1,775	579	708	448	820	710	184

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Table E.5 (cont'd)

	Living Setting										
	Birth/ Adopt Parent	Extended Family	Foster Family	State Residential Facility	Private Residential Facility	Group Home (<6)	Group Home (6+)	Apartment with Non-Family	Other[b]	Unknown	Total Count
Alabama	243	5	3	3	1				1		256
Alaska	15		2	2					1		20
Arizona	84	4	6			3	3			1	101
Arkansas	49	3	5	15	14						86
California	985	14	94	13	34	24	28		9	48	1,249
Colorado	92	4	4	7			1		2		110
Connecticut	48	1	4		3	1			1		58
Delaware	33	1		3	1						38
District of Columbia	8	2		1	3		1				15
Florida	326	15	14	16	2		6	1	10		390
Georgia	193	5	10	8	2				1	6	225
Hawaii	42		7	5							54
Idaho	39	1	5	15	1		1				62
Illinois	241	3	15	35	58				1		353
Indiana	146	5	5	16	5	6	4		18		205
Iowa	29		1	18	6	2					56
Kansas	67	2	7	18	2		1				97
Kentucky	113	1	7	10	18	1					150
Louisiana	93	7	5	24			4		3		136
Maine	16		2		1				3	1	23
Maryland	133	3	5	12	5	1			1	3	163
Massachusetts	118	7	10	1	8				8	1	153
Michigan	189	4	23	4							220
Minnesota	107	9	12	35	2	2	4		1	70	242
Mississippi	102	6	5	36	5						154
Missouri	129	5	10	15	2	2	15	1			179
Montana	60	2	3	5	1	1					72
Nebraska	61		10	4		2					77

Table E.5 (cont'd)

	Living Setting										
	Birth/ Adopt Parent	Extended Family	Foster Family	State Residential Facility	Private Residential Facility	Group Home (<6)	Group Home (6+)	Apartment with Non-Family	Other[b]	Unknown	Total Count
Nevada	41	4		1	2				1		49
New Hampshire	51	1	2		10					3	67
New Jersey	357	1		12	3					2	375
New Mexico	66	1	4	21	6		1			1	100
New York	426	27	28	32	74	1	18		18	27	651
North Carolina	158		3	28	192	10	1				392
North Dakota	29		2	11	2		5		1		50
Ohio	228	10	8	57	43	4		1		5	356
Oklahoma	118	2		12	2						134
Oregon	49	4	3	4	2		3			16	81
Pennsylvania	379	14	15	4	41	7	12	1	13	1	487
Puerto Rico	29		1								30
Rhode Island	34	2	5		9	1	1				52
South Carolina	228	1	9	53					1		292
South Dakota	12	3	3	13	3	3	7				44
Tennessee	106	10	5	19			2				142
Texas	434	22	10	33	9	9	8	1	2		528
Utah	96	4		5	9		2		3		119
Vermont	28	2	5		2						37
Virgin Islands	33	2	1		1					3	40
Virginia	208	12	4	34	35				17	14	324
Washington	100	3	17	12			1	2			135
West Virginia	61	1	5	18		1			1	1	88
Wisconsin	147	1	4	16			2				170
Wyoming	25		3	8	2				1	4	43
Pacific Basin	44	5			2					2	53
Total Count	7,248	241	411	714	623	81	131	7	118	209	9,783

[a] Home base special program; parochial school

[b] Nursing home; hospital

APPENDIX F

PROFILES OF THE PROGRAM AGENDA

This appendix contains the OSEP program agendas for the: (1) Technology, Educational Media, and Materials Program; (2) Special Studies Program; (3) Program for Children and Youth with Serious Emotional Disturbance; (4) National Personnel Agenda; and (5) Program for Children with Severe Disabilities. For each agenda, community members from the respective fields were asked define a mission statement, current program goals, and future goals.

TECHNOLOGY, EDUCATIONAL MEDIA, AND MATERIALS PROGRAM

Division of Innovation and Development
Office of Special Education Programs

I. Context for the Agenda Process

To set forth an agenda for the Technology, Educational Media, and Materials Program, community members were asked to identify the advances needed for improving the quality, use, and access of technology, educational media, and materials to achieve better outcomes for children and youth with disabilities.

II. Components of the Agenda

Program Mission

To improve outcomes for individuals with disabilities by advancing the creation, evaluation, and use of tools that enable students with disabilities for life-long learning, inclusion, and productivity.

Targets for the Program

Enable the Learner. The Program will foster the creation of state-of-the-art instructional environments, both in and out of school. Technology, educational media, and materials will be used to enable students with disabilities to access knowledge, develop skills and problem-solving strategies, and engage in educational experiences necessary for their success to participate fully in our society.

Promote Effective Policy. The Program will promote supportive policy making at all levels in government, schools, and business. Such policies should ensure accessibility, availability, effective application, and consistent use of appropriate technology, media, and materials. The policies will recognize that these tools are essential to achieving better lifelong outcomes for individuals with disabilities.

Improve Use Through Professional Development. The Program will encourage investigation of approaches and strategies for training and supporting teachers, administrators, parents, and related service personnel on the uses of instructional and assistive technologies. This broad group of consumers needs to know what is available and how it can best be used for individuals with disabilities. Acting on such knowledge, they can increase productive use of instructional time; prepare students with disabilities for employment and citizenship; and promote their intellectual, ethical, cultural, and physical growth.

Create Innovative Tools. The program will encourage and support development of varied and integrated technologies, media, and materials which open up and expand the lives of those with disabilities. This can be accomplished by individuals, corporations, or agencies dedicated to improving the educational, social, occupational, and cultural opportunities for all students. Their work should enable individuals with disabilities to achieve the outcomes expected of all students--independence, self-determination, and a quality of life that is productive and personally satisfying.

SPECIAL STUDIES PROGRAM

Division of Innovation and Development
Office of Special Education Programs

I. Context for Agenda Process

To set forth an agenda for the Special Studies Program, community members were asked to identify the information needed to support broad systemic change for achieving better outcomes for students with disabilities.

II. Components of the Agenda

Program Mission

To contribute to the creation of a comprehensive educational and support system in which there is a collective responsibility for providing inclusive programs and individually determined services as a means of meeting unique and diverse needs and insuring successful outcomes for all children.

Program Information Needs

Management and Regulatory Flexibility. In order to stimulate the integration and participation of children with disabilities in a full variety of regular education settings, promote continuity of services, serve a wider range of children at risk of educational failure, and realize better outcomes for all children, management and regulatory flexibility are needed.

Accountability for Outcomes. To enable the tracking of student progress and the generating of feedback for ongoing system improvement, we need to inculcate into educational systems accountability for the outcome of each child's schooling and performance of a comprehensive, community based, family oriented system of education and support.

Community Supported Schools. To meet the complex and varied needs of students and their families, we need community supported schools that will become the focal point for family participation in activities and services that foster the development of all children.

School Oriented Personnel Development Environment and Strategies. To expand the capacity of schools to respond to the diversity of student characteristics and learning requirements, we need to reconfigure the relationships and responsibilities of staff and create a professional environment of continued development capable of improving the learning of all children.

Interagency Collaboration. Families need to be able to enter a comprehensive system of services at any point rather than separately access programs and services from several agencies. In order to reduce gaps in services and realize the full use of existing resources, we need to expand system capacity through interagency collaboration.

Technological Capacity. In order to meet the challenge of remaining current related to an expanding professional knowledge base, developing professional networks, tracking tasks and performance, and increasing responsiveness to informational requests, we need to develop strategies that utilize the existing and emerging technological capacity to obtain, store, analyze and generate knowledge bases.

PROGRAM FOR CHILDREN AND YOUTH WITH SERIOUS EMOTIONAL DISTURBANCE

Division of Innovation and Development
Office of Special Education Programs

I. Context for the Agenda Process

In 1990, Congress authorized a new program for children and youth with serious emotional disturbance (SED) under Part C (Section 627) of the Individuals with Disabilities Education Act (IDEA). IDEA also mandated a participatory planning process, involving multiple stakeholders in the development of program goals, objectives, strategies, and priorities for all programs administered by the Office of Special Education Programs (OSEP), including the new program for children and youth with serious emotional disturbance. Since 1990, OSEP's Division of Innovation and Development (DID) has sponsored numerous meetings and discussions, including teleconferences and focus groups, to implement this planning process and to develop, evaluate, and disseminate a national agenda for achieving better results for children and youth with serious emotional disturbance.

II. Components of the National Agenda

Mission and Vision

The Mission is: *Achieving better results for students with serious emotional disturbance.* The Vision is: *A reorientation and national preparedness to foster the emotional development and adjustment of children and youth with or at risk of developing serious emotional disturbance, as the critical foundation for realizing their potential at school, work, and in the community.*

Program Targets

(1) Expand Positive Learning Opportunities and Results. To foster the provision of engaging, useful and positive learning opportunities. These opportunities should be result-driven and should acknowledge as well as respond to the experiences and needs of children and youth with serious emotional disturbance.

(2) Strengthen School and Community Capacity. To foster initiatives that strengthen the capacity of schools and communities to serve students with serious emotional disturbance in the least restrictive environments appropriate.

(3) Value and Address Diversity. To encourage culturally competent and linguistically appropriate exchanges and collaborations among families, professionals, students, and

542

communities. These collaborations should foster equitable outcomes for all students and result in the identification and provision of services that are responsive to issues of race, culture, gender, and social and economic status.

(4) Collaborate with Families. To foster collaborations that fully include family members on the team of service providers that implements family focused services to improve educational outcomes. Services should be open, helpful, culturally competent, accessible to families, and school- as well as community-based.

(5) Promote Appropriate Assessment. To promote practices ensuring that assessment is integral to the identification, design, and delivery of services for children and youth with serious emotional disturbance. These practices should be culturally appropriate, ethical, and functional.

(6) Provide Ongoing Skill Development and Support. To foster the enhancement of knowledge, understanding, and sensitivity among all who work with children and youth with and at risk of developing serious emotional disturbance. Support and development should be ongoing and aim at strengthening the capacity of families, teachers, service providers, and other stakeholders to collaborate, persevere, and improve outcomes for children and youth with serious emotional disturbance.

(7) Create Comprehensive and Collaborative Systems. To promote systems change resulting in the development of coherent services built around the individual needs of children and youth with and at risk of developing serious emotional disturbance. These services should be family-centered, community-based, and appropriately funded.

NATIONAL PERSONNEL AGENDA

Division of Personnel Development
Office of Special Education Programs

I. Context for the Agenda

To set forth an agenda for the Personnel Preparation Program, community members were asked to identify the needs, goals and objectives for achieving a pool of qualified, diverse, and flexible personnel for serving children and youth with disabilities.

II. Components of the Agenda

Program Targets

Recruitment and Retention. To make sure that the special education and related professions recruit and retain enough people of sufficient quality and diversity to meet the needs of children with disabilities, and of their families.

Professional Preparation. To guide a profession in which each succeeding generation of professionals has been rigorously and appropriately prepared, and is committed to the highest quality of special education and other services for children with disabilities for their families.

Professional Development. To foster efforts of continuing professional development that respond to both emerging needs and new knowledge, and to make appropriate professional development opportunities available to all who need them.

Leadership. To mobilize a system of resources and incentives, and the diverse, versatile leaders needed to prepare and support those who are directly involved in educating children with disabilities and their families.

Objectives to Achieve Goals

The objectives set forth the actions for leading to the achievement of one or more of the program goals. Because of the mutual reinforcement of goals and objectives in this agenda, the objectives are not necessarily tied directly to a single, individual target. Many of them apply across the program targets.

Recruitment and Retention

Expand and maintain a valid, comprehensive body of knowledge on effective recruitment and retention strategies.

Create outreach and information services that will encourage persons with ability and commitment to explore and prepare for careers in special education, related services, and early intervention. In particular, these information services should give attention to culturally and linguistically diverse persons, and individuals with disabilities.

Identify and implement incentives for qualified persons to enter and persist in careers in special education, related services, and early intervention.

Identify and implement strategies to recruit and retain qualified personnel in a wide range of difficult-to-fill positions.

Professional Development and Continuing Preparation

Expand and maintain a comprehensive knowledge base that describes the personnel needs of the profession, guides the tasks of preparing the next generation of leaders and direct service providers, and shapes continuing professional development.

Increase the capabilities of professional preparation programs and systems to prepare personnel and provide for continuing professional development beyond initial preparation.

Assure that the content of programs of professional preparation and continuing professional development is responsive to both the merging knowledge base of the field and its anticipated needs, especially the needs of changing and diverse populations.

Design and deliver innovative, rigorous professional preparation and continuing professional development programs.

Provide incentives for continuing professional development and effective practice.

Prepare all school personnel to provide appropriate services to students with disabilities.

Develop consortia to plan and offer programs of professional preparation and continuing professional development.

Standards for Professional Preparation and Certification

Adopt rigorous national standards for awarding professional credentials.

Develop credential levels that promote career ladders and professional growth.

Adopt national accreditation standards for programs of personnel preparation that encourage flexibility in design.

Strengthening the Link between Knowledge and Practice

Generate new knowledge that contributes to advance in practice and appropriately serves the distinct needs of diverse populations.

Translate new knowledge into effective applications and apply new knowledge and technologies in advancing professional practice.

Ensure that advances in practice are responsive to existing and newly identified populations and that they incorporate innovative service delivery models.

Ensure that educators and related professionals have the knowledge and skills necessary for effective coordination and collaboration at the classroom level.

PROGRAM FOR CHILDREN WITH SEVERE DISABILITIES
Division of Educational Services
Office of Special Education Programs

I. Context for the Agenda Process

To set forth an agenda for the Program for Children with Severe Disabilities, program staff solicited input from the community members to refine the vision and conceptualization of an integrated lifestyle for individuals with severe disabilities.

II. Components of the Agenda

Mission

The mission for the Program is to improve outcomes for individuals with severe disabilities as measured by an integrated lifestyle.

In order for the Program for Children with Severe Disabilities to achieve this mission, an operational definition of an integrated lifestyle was formed by program staff. Community members who serve children with severe disabilities were asked to further refine the definition. The operational definition of an integrated lifestyle includes aspects and indicators.

Targets

Seven aspects define an integrated lifestyle. These aspects are: education; employment; social relationships; self-determination; recreation and leisure; neighborhood and community; and home. While the aspects serve to bind the concepts of an integrated lifestyle, indicators operationalize the definition. See table F.1 for the aspects and indicators of an integrated lifestyle for children with severe disabilities.

Table F.1 Framework for the Program for Children with Severe Disabilities

Program Targets		
Aspect	Description	Indicators of an Integrated Lifestyle
Education	Individualized functional curricula and experiences with students without disabilities.	▪ Home school placement ▪ Inclusion in regular age appropriate classes and activities ▪ Functional curriculum ▪ Community referenced training ▪ Individuals and their families integral members of the IEP planning process
Employment	Employment, with the necessary supports, in regular job settings.	▪ Individual receives transition services and has employment experiences prior to graduation ▪ Individual engages in real work in real workplace settings ▪ Individual receives support in the work environment ▪ Natural proportions of individuals with and without disabilities are employed at the work site ▪ Individual receives wages and benefits appropriate to skills and qualifications ▪ Individual communicates with peers in the work environment ▪ Individual has transportation to and from work
Social Relationships	Social networks and friendships throughout the individual's life.	▪ Individuals has friends in the community ▪ Individual is included in after school and out of school activities with peers ▪ Individual has informal support network of family and friends ▪ Individual has long term, intimate relationships ▪ Individual has support in developing social relationships
Self-determination	Making choices that affect all aspects of lifestyle.	▪ Individual has opportunities to make real lifestyle choices ▪ Individual preferences are valued and acted on in lifestyle decisions ▪ Individual is involved in all aspects of lifestyle planning ▪ Individual is supported during decision-making processes ▪ Individual has ability to affect lifestyle changes

Table F.1 (cont'd)

Program Targets		
Aspect	**Description**	**Indicators of an Integrated Lifestyle**
Recreation and Leisure	Access to and membership in clubs, groups, hobbies, and cultural pursuits in the community.	■ Individual has choices about recreation and leisure activities ■ Individual participates in leisure and recreation activities in the community ■ Individual is a contributing member of clubs and groups of their choice in the community
Neighborhood and Community	Access to and inclusion in community activities and services.	■ Individual uses neighborhood and community services on a regular basis ■ Individual participates in neighborhood recreation and leisure activities ■ Individual Education Plans include use of neighborhood and community services
Home	Appropriate living alternatives and family involvement at each stage of the life cycle.	■ Participates in the selection of a place to live ■ Individual selected a place to live among a range of options ■ Individual selects roommates (if roommates were desired) ■ Necessary supports were individually determined ■ Individual is pleased with living arrangements ■ Family is pleased with living arrangements ■ Transition planning efforts address where a person will live ■ Choices and desires at home are valued and respected ■ Individual makes decisions about all aspects of home routines (decorating, meal times, vacations)

ACTIVITIES OF THE REGIONAL RESOURCE CENTERS

The Regional Resource and Federal Center Program assists State educational agencies (SEAs) in building their capacity to improve services for infants, toddlers, children, and youth with disabilities. The role of the six Regional Resource Centers (RRCs) is to provide advice and technical assistance to administrators and educators in SEAs, local educational agencies, and other appropriate public agencies in all 50 States and 10 jurisdictions. Information related to the activities conducted by the RRCs is included on an annual basis.

THE REGIONAL RESOURCE AND FEDERAL CENTER PROGRAM

BACKGROUND

The Regional Resource and Federal Centers (RRFC) Program is authorized under Part C of the Individuals with Disabilities Education Act (IDEA). The Program funds a network of six regional resource centers (RRCs) and a Federal Center (FRC). It is currently funded at $7.2 million.

The Program's mission is to assist State educational agencies (SEAs) in improving programs for infants, toddlers, children, and youth with disabilities and their families, especially programs related to IDEA. The RRCs help SEAs improve special education and related services by training SEA staff and by providing technical assistance in the area of program development. State staff, local agency personnel, and families help clarify State needs and plan RRC services. Technical assistance strategies include individual consultation, training, information dissemination, model development and replication, product development, linking States with other resources, and apprising them of successful practices from other States.

The RRC and the Federal Resource Center collaborate to address needs common to States and regions, using multi-State technical assistance strategies to ensure efficient and effective use of limited resources. Working with other technical assistance projects in education, each RRC maintains current information on the States it serves, and on various important topics in the field of special education. Through its RRC, each State has ready access to a wide range of information on research, policies, procedures, and practices concerning programs for infants, toddlers, children, and youth with disabilities and their families.

The roles of State staff are changing significantly as the nation moves from a focus on Federal and State mandates to improving locally controlled, consumer-driven services. Therefore, it is essential that State educational agencies:

- prepare staff to plan and deliver high quality support to local personnel serving students with disabilities;
- have policies that balance equity and excellence;
- have procedures that support effective local services to all students, including those with disabilities; and
- allocate sufficient resources to ensure that all students receive a free and appropriate public education.

However, few States have the resources needed to support these changes in State staff roles, or to support the improvement of statewide systems to better address the needs of students with disabilities and their families. RRCs exist to help State staff build their own capacity to improve learning standards, practices in providing specially designed instruction, assessment and accountability systems, systems for teacher and administrator training, and links among early childhood, school-age, and post-school service systems.

RRC Impacts

Data collected during the past twenty years show that RRCs have helped States make positive changes. In turn, these changes made by States have had a positive effect on school districts, teachers, and infants, toddlers, and students with disabilities. The following examples describe some of the positive effects of RRC services.

More inclusive approaches to education

In 1990, the West Virginia Office of Special Education Program Administration decided to move forward with improving the integration options for students with disabilities. Mid-South RRC (MSRRC) staff helped West Virginia staff and a stakeholder group develop a strategic plan entitled, "The West Virginia Integrated Education Initiative." As West Virginia staff moved into the implementation phase, MSRRC continued to provide consultation and information, and to assist with the establishment of an advisory committee. The original plan has been updated. West Virginia staff are now using the strategic planning process and knowledge gained from working alongside MSRRC staff as they work with local education agencies to create inclusive educational environments and programs. In addition, other benefits identified by West Virginia staff and the advisory committee include: increased knowledge base; local and State staff are now more focused on needs and programs; staff increasingly recognize the abilities of students with disabilities and the potential of special services; increased attention to schools as a whole, rather than as a set of programs; and re-examination of policies at all levels.

Prevention of serious emotional disturbance

Several States in the Western RRC (WRRC) region asked for help in the areas of personnel training and retention and effective programming for students with serious emotional and behavior problems. The WRRC helped formulate an agreement that included all States in the WRRC region. The States agreed to implement a strategy that emphasized two goals from Goals 2000: starting school ready to learn, and safe, drug-free schools. The WRRC prepared and shared a set of resource materials on the theme, "organizing systems to support competent social behavior in children and youth." A symposium for special education directors and general education representatives from the region stressed the importance of intervention strategies that have proved to be effective and the importance of prevention efforts for all children. States in the regions are now promoting improved prevention systems. For example, Oregon's departments of Education and Justice, with assistance from the WRRC, held a two-day policy workshop attended by leaders from all relevant State agencies, the legislature, school districts, and child advocates to plan a new policy initiative in this area. Concepts developed at the workshop are being used in plans to improve prevention capacity. These concepts are also being included in legislative proposals. The Department of Education is also planning how they can improve technical assistance and information dissemination for local community prevention efforts.

Collaborative personnel development

The South Atlantic RRC (SARRC) developed two approaches to meet region-wide needs related to comprehensive systems of personnel development (CSPD). First, the SARRC helped form a network of CSPD coordinators that met via periodic conference calls to share professional experiences and exchange ideas about staff development. Second, the SARRC collaborated with NASDSE, CEC, and the NERRC to conduct the First Annual Southeast CSPD Network Conference in Ft. Lauderdale, Fla., in March 1994. The conference was attended by CSPD coordinators and State certification officers from seven Region 3 States. The SEA teams received training on certification and personnel development issues. They also had the opportunity to develop collaborative planning strategies between the special education and certification agencies. As a result, the States have reported taking actions such as holding a meeting to support local CSPD planning (Oklahoma); local CSPD projects working with institutions of higher education and institutions of reciprocal certification (Florida); a Dean's Forum on Inclusion promoting collaboration in developing inclusive personnel development pre-service programs in State institutions of higher education (Arkansas); and, with SARRC technical assistance, developing a model for identifying promising practices (Alabama, Georgia, and Oklahoma). The focus of these efforts has been on cost-effective personnel development training models for use in local districts.

Shared accountability for all students

The Northeast RRC is providing assistance to Rhode Island's State Department of Education (SDE) as it redesigns its statewide assessment system and develops new systems that attempt to integrate all students. NERRC provides ongoing technical assistance to Rhode Island, such as conference calls, planning and design sessions, and a working conference. With NERRC's assistance and participation, Rhode Island is developing a collaborative, statewide outcomes-oriented accountability system. The system will include all students, and both general and special education will be accountable for students. A task force consisting of representatives of each of the SDE divisions with responsibility in these areas has been formed, and its members are examining ownership issues, resource implications, and long-term impact plans. This effort has increased collaboration among RISDE programs and divisions.

Improvements in Individualized Student Planning

In the 1991-92 school year, OSEP identified problems with the ways that some of the States in the Mountain Plains RRC (MPRRC) region were developing individual education plans (IEPs). The States requested help from their RRC. The MPRRC worked with the States to define their needs and develop training materials and events. IEP training materials developed for one State were expanded into a kit consisting of four videotapes and two manuals. This training kit was produced so it could be used by any State, university faculty, school district, or local school administrator to improve skills of staff writing IEPs. In one State, the MPRRC helped coordinate a comprehensive study examining the content and perceptions of the IEP process for a sample of 122 students. One result of these collective efforts was a substantial reduction in "corrective actions" in the area of IEPs when OSEP checked these States in the 1993-94 school year.

Improvements in discipline practices

To address concern about use of aversive discipline techniques in Ohio classrooms, the Great Lakes Area RRC (GLARRC) helped Ohio institute systemic reforms over several contract periods. State and stakeholder groups collaborated to plan, develop, implement, and evaluate a statewide system for training school building teams. Best practices were identified and shared using RRCs and other resources. Teachers were surveyed concerning discipline practices. A model was developed and disseminated. The training program was designed and implemented through a regional "trainer of trainers" approach. The training provides school personnel, parents, and the communities with a mechanism to create a positive school environment in which all students increase social and educational learning. Individual school teams report positive results, such as improved student behavior, reductions in suspension and expulsion rates, more active parent and community involvement, positive attitudinal change, increased staff and student empowerment, and access to a regional support network on discipline issues.

Directory of the Regional Resource Centers and Federal Resource Center

Northeast Regional Resource Center (NERRC)
Trinity College of Vermont, McAuley Hall, 208 Colchester Avenue, Burlington, VT 05401-1496
(802) 658-5036 Fax: 658-7435 Internet: NERRC@delphi.com TT: 860-1428
Serves: CT, MA, NE, NH, NJ, NY, RI, VT Annual funding: $918,889
Director: Edith Beatty Other technical assistance personnel: Art Cemosia, Lucy Ely Pagan, Lois Holbrook, Karen Mikkelsen, Linda Murray, C. G. Sch[illegible]fer, Godfrey Stephens, ED Wilkins and 3.75 technical/support staff.

Mid-South Regional Resource Center (MSRRC)
University of Kentucky, Mineral Industries Building #219, Lexington, KY 40506-0051
(606) 257-4921 Fax: 323-1901 Internet: Olsenk@uklans.uky.edu TT: 257-2903
Serves, DC, DE, KY, MD, NC, SC, TN, VA, WV Annual funding: $1,055,655
Director: Ken Olsen Other technical assistance personnel: Ethel Bright, Sandy Challman, Carol Massanari, Debra Merchant, Christy Riffle, Peggy Stephens, Jeff Updike and 5.5 technical/support staff.

South Atlantic Regional Resource Center (SARRC)
Florida Atlantic University, 1236 N. University Drive, Plantation, FL 33322
(305) 473-6106 Fax: 424-4309 Internet: Kelly_t@acc.fau.edu
Serves: AL, AR, FL, GA, LA, MS, NM, OK, PR, TX, VI Annual funding $874,288
Director: Tim Kelly Other technical assistance personnel: Denise Stewart, Delia Cerpa, Diane Davis, Abby Deschappelles, Isa Polansky-Joseph and 3.5 technical/support staff.

Great Lakes Area Regional Resource Center (GLARRC)
Center for Special Needs Populations, University of Ohio
700 Ackeman Road, Suite 440, Columbus, OH 43202
(614) 447-0844 Fax: 447-9043 Internet: Magliocca.l@osu.edu
Serves: IL, IN, MI, MN, OH, PA, WI Annual funding: $1,002,538
Director: Larry Magliocca Other technical assistance personnel: Karen Carson, Jim Clarke, Cesar Dagord, Carol Daniels, Chuck Lynd, Barbara Marshall, Jean Potter, Rhonda Tyree and 2.0 technical/support staff.

Mountain Plains Regional Resource Center (MPRRC)
Utah State University, 1780 N. Research Parkway, Suite 112, Logan, UT 84321
(801) 752-0238 Fax: 753-9750 Internet: Handi@cc.usu.edu TT: 753-9750
Drake University Office 26th and University, Memorial Hall 3rd Floor, Des Moines, IA 50310
(515) 271-3936 Fax: 271-4185
Serves: BIA, CO, IA, KS, MO, MT, ND, NE, SD, UT, WY Annual funding: $1,329,284
Co-Directors: Glenn Latham and John Copenhaver Other technical assistance personnel: Julia Burnham, Shauna Crane, Gary Dannebring, Ed O'Leary, Jack Rudio, Carl Smith, Gail Zahn and 6.75 technical/support staff.

Western Regional Resource Center (WRRC)
1268 University of Oregon, Eugene, OR 97403-1268
(503) 346-5641 Fax: 346-5639 Internet: Richard_Zeller@ccmail.uoregon.edu TT: 346-5641
Serves: AK, AS, AZ, CA, CNMI, FSM, GU, HI, ID, NV, OR, RMI, ROP Annual funding: $1,597,336
Jim Leinen, Caroline Moore, Anita Pierce, Clay Starlin, Jane Storms, Patti Zembrosky-Barkin and 8.4 technical/support staff. Director: Richard Zeller Other technical assistance personnel: Camilla Bayliss, Susanne Carter, Shirley Coale.

Federal Resource Center for Special Education (FRC)
Academy for Educational Development (AED) 1875 Connecticut Avenue, N.W., Suite 8100, Washington, DC 20009-1202
(202) 884-8214 Fax: 884-8443 Internet: cforsped@capcon.net TT: 884-8200
Serves as the coordinating unit for technical assistance. Annual funding: $440,000
Director: Carol Valdevieso Other personnel: Debra Price-Ellingstad, Kelvin Mims, Eric Bourland.

ACTIVITIES AND RESULTS OF THE STATE TRANSITION GRANTS

A five-year cooperative agreement was awarded to the National Transition Network to evaluate and document the approaches and outcomes of the State educational agency/vocational rehabilitation grants. The purpose of the cooperative agreement is to develop, implement, and improve systems that provide transitions services for youth with disabilities. This Appendix contains information about the activities developed in selected States to improve transition services.

OVERVIEW OF THE NATIONAL TRANSITION NETWORK (NTN)

Historical Background

In 1983, the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS) identified the transition from school to work as one of the major Federal priorities of special education programs across the nation. The decision to develop this Federal school-to-work transition initiative was prompted by numerous studies and reports conducted during the early 1980s, which unilaterally found high levels of unemployment, economic instability and dependence, and social isolation among young adults with disabilities. Since 1983, significant research and demonstration activities have ensued for the explicit purpose of improving the transition of youth with disabilities from school to work, postsecondary education, and community living. Throughout the 1980s, school-to-work transition services for youth with disabilities expanded, principally emphasizing: (1) State and local efforts to improve the high school curriculum to address students' development of functional skills for work and community living; (2) opportunities for students to learn in "real-world" contexts, i.e., work sites and other community-based settings; (3) increased student and family participation in the development of transition plans focused on a range of postschool outcomes in the areas of employment, postsecondary education, and community living; and (4) concerted efforts to increase the level and intensity of interagency cooperation among educators, employers, and community-service agencies in addressing the transition needs of secondary students with disabilities.

In 1991 OSERS, as authorized under Section 626(e) of the Individuals with Disabilities Education Act of 1990, initiated a special grants program making available Federal funds to support a series of five-year State systems change projects on transition. By the fall of 1993, a total of 30 States (12 States in 1991, 12 in 1992, and 6 States in 1993) entered into cooperative agreements with OSERS to undertake systems change projects. Specific goals of these systems change grants are described below.

- To increase the availability, access, and quality of transition assistance for youth with disabilities.

- To improve the ability of professionals, parents, and advocates to work with youth with disabilities in ways that promote the understanding of and the capability to successfully make the transition from student to adult.

- To improve working relationships among those who are, or should be, involved in the delivery of transition services, in order to identify and achieve consensus on the general nature and specific application of transition services to meet the needs of youth with disabilities.

- To create an incentive for accessing and using the existing, or developing, expertise and resources of programs, projects, and activities related to transition.

In 1992, OSERS finalized a cooperative agreement with the University of Minnesota to establish the National Transition Network. The Network was established for the purpose of providing technical assistance and evaluation services to States implementing these statewide systems change projects on transition. More specifically, the role of the National Transition Network is to strengthen the capacity of individual States to effectively improve school-to-work transition policies, programs, and practices by providing technical assistance and consultation in essential areas of State project implementation. Further, the Network operates to generate and disseminate policy-relevant information for the purpose of improving State and local policy and program structures and achieve higher levels of intergovernmental cooperation to benefit individuals with disabilities and their families as they make the transition from school to work and community living.

Description of the NTN and its Tasks

The Institute on Community Integration at the University of Minnesota serves as the headquarters of the National Transition Network. Drs. David R. Johnson and Robert H. Bruininks are Co-Principal Investigators, with Dr. Johnson serving as the Project Director. Drs. Johnson, Barbara Guy, Associate Project Director, and Teri Wallace are primary liaisons between six Network collaborators, individual State project directors, and OSERS. The six Network collaborators are universities and nationally-based parent and consumer organizations that assist in the Network's technical assistance and evaluation activities. They include:

- **University of Vermont**, Center for Technical Assistance in Transition and Supported Employment - Dr. Susan Hasazi;

- **University of Illinois, Urbana-Champaign**, Department of Educational Psychology - Dr. Lizanne DeStefano;

- **Colorado State University**, School of Occupational and Educational Studies - Dr. Brian Cobb;

- **University of Arkansas**, Arkansas Research & Training Center in Vocational Rehabilitation - Dr. Kay Schriner;

- **Technical Assistance for Parent Programs of Boston, Massachusetts** - Janet Vohs; and

- **PACER Center of Minneapolis, Minnesota** (Parent Advocacy Coalition for Educational Rights) - Marge Goldberg.

STATE-LEVEL TECHNICAL ASSISTANCE

The National Transition Network establishes with each State grantee an annual technical assistance plan detailing strategies and activities to improve the availability, access, and quality of State-level transition policies, programs, and practices for youth with disabilities. Technical assistance plans are based on each State's assessment of current transition-related policies, administrative practices, interagency approaches, and service delivery strategies. Each State's technical assistance plan identifies relevant audiences to receive technical assistance, their specific needs, conditions for providing the technical assistance, and the resources required.

The network uses a variety of technical assistance strategies, including an annual on-site visit by network staff, teleconferencing, and information dissemination via written correspondence, telephone, and electronic mail. In addition, the network promotes the sharing of information and ideas between States through regional meetings, an annual project directors meeting, and exchange of information. Another important aspect of the network's technical assistance activities is the establishment of collaborative working relationships with OSEP's Regional Resource Centers and other organizations (i.e., RTCs, UAPs, Transition Institute of Illinois, and State and national parent and consumer organizations). Through these collaborative relationships, the Network helps to maximize opportunities for individual States to have ready access to, and use of, the best possible resources and information on transition.

Responsibilities for establishing technical assistance plans with individual State projects is shared among primary collaborators. Listed below are the member universities and key contact persons of the National Transition Network that assume direct responsibility for initiating and planning technical assistance with individual States. The list identifies the States to be served by each university collaborator.

- **University of Minnesota** (Drs. David R. Johnson and Barbara Guy, Teri Wallace) - *States served:* Arkansas, Colorado, Florida, Hawaii, Iowa, Michigan, Nebraska, New Jersey, North Dakota, Ohio, Oregon, Texas, Washington, and Wisconsin.

- **University of Vermont** (Dr. Susan Hasazi) - *States served:* Maine, Massachusetts, Minnesota, and New York.

- **University of Illinois, Urbana-Champaign** (Dr. Lizanne DeStefano) - *States served:* Connecticut, Kentucky, New Hampshire, and Vermont.

- **Colorado State University** (Dr. Brian Cobb) - *States served:* California, Indiana, Kansas, and Utah.

- **University of Arkansas** (Dr. Kay Schriner) - *States served:* North Carolina, New Mexico, Virginia, and West Virginia.

561

EVALUATION SERVICES

The National Transition Network works cooperatively with each State to evaluate the outcomes and impact of efforts to improve transition policies and programs resulting from the activities of State systems projects. This includes providing assistance to States in the design of meaningful project evaluation methods and procedures, reviewing current procedures for determining State-level transition needs and activities, assisting States in evaluating and documenting the extent to which Federal and State laws create disincentives to cooperation and coordination, and helping States to evaluate the impact of the requirement to include a statement of needed transition services in students' Individualized Educational Programs (IEPs). The Network will, based on the nature and comprehensiveness of individual State evaluation activities, compile reports and make recommendations on the manner in which the program under Section 626(e) of the IDEA can be improved.

RELATED SUPPORT ACTIVITIES

In addition to these technical assistance and evaluation activities, the National Transition Network engages in several related support functions intended to assist States in the successful implementation of their cooperative projects. Related support activities are described below.

- **Assisting OSERS in analyzing and disseminating relevant information** on changes in Federal policies and laws affecting the transition of youth with disabilities from school to work and community living.

- **Conducting an annual project director's meeting** in Washington, D.C., for the purpose of promoting communications and effective networking among State project staff.

- **Organizing and conducting an annual working conference** in Washington, D.C., to present evaluation results and encourage the exchange of information among policy makers and representatives from key Federal agencies and organizations.

- **Widely disseminating information** that Federal and State policy makers and professionals, consumers, and families can use in the planning and implementation of strategies to improve transition services.

- **Making available advanced graduate training** in the areas of evaluation and technical assistance. A special emphasis on graduate training is placed on recruitment of minority students and persons with disabilities. Up to three individuals are provided graduate assistantships annually.

STATE SYSTEMS CHANGE PROJECTS ON TRANSITION
SUMMARY OF PROJECT ACTIVITIES

Improve Knowledge and Skills

Thirty States have received funding to develop, implement, and improve systems to provide transition services for youth with disabilities from age 14 through the age they exit school. Funding for the first 12 States began October 1, 1991 (Arkansas, California, Colorado, Iowa, Maine, Minnesota, Nebraska, New Hampshire, New York, Texas, Utah, and Vermont). Connecticut, Hawaii, Kansas, Kentucky, Massachusetts, New Mexico, North Carolina, North Dakota, Oregon, Virginia, Washington, and West Virginia were funded in 1992. Six States (Florida, Indiana, Michigan, New Jersey, Ohio, and Wisconsin) were funded in 1993, no States were funded in 1994, and an additional four will be funded in 1995. The results of a content analysis of activities across all 30 currently funded projects is listed below. Further evaluation data will be available at the completion of the projects. A complete listing of States and their key contacts follows the list of activities.

Improve Knowledge and Skills

- Conduct assessments of transition needs, training needs, barriers to success, and employers' knowledge of transition.
- Design/deliver training to State agency staff, providers, employers, advocates, transition teams, and others.
- Deliver technical assistance to agency staff, service providers, LEA staff, employers, advocates, and transition teams.
- Organize/participate in interagency conferences aimed at State agency staff, providers, LEA staff, and families/youth.
- Provide training for families/youth in transition planning.
- Establish/expand family and youth involvement in transition planning through provision of training in:
    - -- Self empowerment/determination/advocacy;
    - -- Consumer case management;
    - -- Personal futures planning; and
    - -- Peer supports/natural supports.
- Encourage family involvement in support groups and advocacy organizations.

- Conduct public forums/community meetings on transition issues and transition policy; obtain consumer input regarding methods for publicizing transition best-practice strategies.

- Develop/update resource directories of providers, best-practice sites, examples of successful collaboration; develop clearinghouse for information/referral/dissemination.

- Infuse transition-related training into college/university level undergraduate and graduate level courses.

- Increase families' knowledge of transition by publicizing information about project activities and available resources.

- Increase involvement of minority families through targeted mailings, outreach activities, training modules modified for cultural diversity.

Improve Working Relationships

- Clarify/develop interagency agreements regarding agencies' roles and responsibilities; establish formal and informal relationships with key organizations, committees, post-secondary institutions, and legislators.

- Establish focus groups, transition teams, governing boards, and advocacy committees; ensure broad representation and cultural diversity.

- Disperse project staff across State agency offices; encourage dialogue with State-level staff, providers, and employers; pair staff from various agencies as project co-directors.

- Assist in local interagency planning and collaboration; ensure equal involvement of participating agencies, promote information sharing and use of fiscal and personnel resources.

- Ensure linkages between project activities and existing State/Federal transition projects; collaborate with education and adult service agencies on transition planning issues.

Promote Systems Change

- Review and analyze State and Federal transition policy; identify and enact needed legislation to change policy.

- Establish consensus at local levels regarding transition planning procedures (e.g., transition team responsibilities, single planning documents, reciprocal assessment, use of transition case managers, work training programs).

- Identify critical issues, duplication of services, service gaps, and barriers to access; develop/recommend policy and procedure changes to address problem areas.

- Support State task force activities, demonstration projects, and transition team activities; assist in identification of strategies for pooling resources and expanding preservice transition-related training.

- Provide various incentives to stakeholders to increase sense of ownership and support of projects' efforts.

- Establish one agency as point of entry into transition planning.

- Establish multiple sites throughout State for coordination of transition planning.

Demonstrations/Innovations

- Conduct/support development of statewide surveys of transition needs.

- Participate in development of State/local systems for collection of follow-along/follow-up data.

- Assist in development/utilization of State agency databases for use in transition planning.

- Conduct follow-up studies/outcome evaluations.

- Conduct cost-benefit analyses for students who participated in transition planning.

- Conduct surveys/collect data to assess impact/effectiveness of project activities, policy change, and procedural change.

- Assist local school districts/agencies/communities to develop model programs; provide stipends and/or on-site training and technical assistance for implementation.

- Develop guidelines for provision of rehabilitation counseling as a related service; pilot test feasibility of providing rehabilitation counseling during transition planning process.
- Develop videotapes dealing with transition planning.
- Develop transition-focused core components and content for secondary school curricula.

STATE SYSTEMS CHANGE PROJECTS ON TRANSITION
State Primary Contact Listing

Last Name	First Name	Address/Telephone/FAX
Harding	Marcia	Division of Special Education #4 State Capitol Little Rock, AR 72201 (501) 682-4221 (501) 682-4311, FAX
Dougan	Patricia	CA Department of Education/Special Education Division Transition Services and Work Ability 515 L Street, Room 270/Downtown Plaza Sacramento, CA 95814 (916) 327-4214 (916) 445-4643 (916) 327-3706, FAX
Hegenauer	Judy	California School to Work Interagency Transition Partnership 717 K Street, Suite 400 Sacramento, CA 95814 (916) 443-8693 (916) 443-3289, FAX
McAlonan	Susan	Colorado Department of Education Colorado Systems Change Transition Project 201 East Colfax Avenue Denver, CO 80203 (303) 866-6715 (303) 830-0793, FAX
Thomson	Sandy	Rocky Mountain RTI 6355 Ward Road - Suite 310 Arvada, CO 80004 (303) 420-2942 (303) 420-8675, FAX
Palma-Halliday	Karen	Connecticut State Department of Education Division of Educational Support Services 25 Industrial Park Road Middletown, CT 06457 (203) 638-4242 (203) 638-4231, FAX

Last Name	First Name	Address/Telephone/FAX
Bruce	Ted	A Blueprint for School to Community Transition Florida Department of Education 325 West Gaines Street Tallahassee, FL 32399-0400 (904) 922-2534 (904) 488-0400 (904) 487-0419, FAX
Chandler	Shirlee	Florida Blueprint for Schol to Community Transition 114J Stone Building FSU - Center for Policy Studies in Education Tallahassee, FL 32306 (904) 644-1307 (904) 644-8715, FAX
Van Geldern	Lu	Hawaii Department of Education Special Education Section 3430 Leahi Avenue Honolulu, HI 96815 (808) 733-4839 (808) 733-4841, FAX
Ginavan	Roberta	Iowa Department of Education Division of Vocational Rehabilitation Services 510 East 12th Street Des Moines, IA 50319-0146 (515) 281-4144 (515) 281-4380, FAX
Ames	Terry	Indiana Transition Initiative 902 W. New York Street Indianapolis, IN 46202-5155 (317) 274-6701 (317) 274-6864, FAX
Kessler	Basil	Kansas Transition Systems Change Project 120 SE 10th Avenue Topeka, KS 66612-1185 (913) 296-6054
Fleming	Barney	Kentucky Systems Transition Project IHDI-University of Kentucky 102 Mineral Industries Building Lexington, KY 40506-0051 (606) 257-4408 (606) 323-1901, FAX

Last Name	First Name	Address/Telephone/FAX
Harrison	Ron	Human Development Institute 110 Mineral Industries Building University of Kentucky Lexington, KY 40506-0051 (800) 288-0961 (606) 333-1901, FAX
Mullins	Jeanna	Human Development Institute 110 Mineral Industries Building University of Kentucky - IHDI Lexington, KY 40506-0051 (800) 288-0961 (606) 333-1901, FAX
Lindahl	Marie	Massachusetts Department of Education 350 Main Street Malden, MA 02148-5023 (617) 388-3300 (617) 388-3394, FAX
Glantz	Larry	University of South Maine Transition Project Muskie Institute 145 Newbury Street Portland, ME 04101 (207) 874-6538 (207) 874-6529
Elder	Jean	MI Office of Transition Services Michigan Dept. of Mental Health 320 S. Walnut Lansing, MI 48913 (517) 373-6347 (517) 335-3090, FAX
Corbey	Stephanie	Minnesota Department of Education 657 Capitol Square Building 550 Cedar Street St. Paul, MN 55101 (612) 296-0280 (612) 296-3348, FAX

Last Name	First Name	Address/Telephone/FAX
Thompson	Sandy	Minnesota Department of Education 828 Capitol Square Building 550 Cedar Street St. Paul, MN 55101 (612) 296-2965 (612) 297-7368, FAX
Lee	Freda	North Carolina Department of Public Instruction Division of Exceptional Children's Services 301 North Wilmington, Education Building Raleigh, NC 27601-2825 (919) 715-2003 (919) 715-1569, FAX
Fischer	Valerie	ND Transition Project Minot State University 500 University Avenue West Mino, ND 58707-0208 (701) 857-3167 (701) 839-6933, FAX
Schliesser	Barbara	Nebraska Department of Education PO Box 94987 Lincoln, NE 68509 (402) 471-4324 (402) 471-2701, FAX
Shepard	Jack	Vocational Rehabilitation Services Suite 470, Landmark Center 2727 West Second Hastings, NE 68901 (402) 462-4478 (402) 462-5889, FAX
Nisbet	Jan	University of New Hampshire Institute of Disabilities 312 Morrill Hall Durham, NH 03821 (603) 862-4320 (603) 862-1034, FAX
Lichtenstein	Stephen	University of New Hampshire 312 Morrill Hall Durham, NH 03824 (603) 862-4320 (603) 862-0034, FAX

Last Name	First Name	Address/Telephone/FAX
Haugh	Bob	NJ Department of Education Office of Special Education Programs CN - 500 Trenton, NJ 08625-0500 (609) 292-4462 (609) 292-5558, FAX
Winnegar	Andy	New Mexico State Department of Education Division of Vocational Rehabilitation 435 St. Michaels Drive, Building D Santa Fe, NM 87505 (800) 866-2253 (505) 827-3746, FAX
Davis	Kelly	Division of Vocational Rehabilitation 435 St. Michael's Drive, Building D Santa Fe, NM 87505 (800) 866-2253 (505) 827-3523 (505) 827-3746, FAX
Colley	Debra	New York State Education Department Technical Assistance and Support Services One Commerce Plaza, Room 1613 Albany, NY 12234 (518) 473-4381 (518) 473-6073, FAX
Gloeckler	Lawrence	New York STSYD Program c/o NYS VESID One Commerce Plaza - Room 1613 Albany, NY 12234 (518) 474-3060 (518) 473-6073, FAX
Dennis	Lawrence	Department of Special Education 933 High Street Worthington, OH 43085 (614) 466-2650 (614) 752-1622, FAX

Last Name	First Name	Address/Telephone/FAX
Flannery	Brigid	Oregon Department of Education Public Service Building 255 Capitol Street, N.E. Salem, OR 97310-0203 (503) 378-3598 (503) 346-5818, FAX
Walls	Linda	Texas Collaborative Transition Project Texas Education Agency 1701 N. Congress Avenue Austin, TX 78701 (512) 463-9414 (512) 475-3575, FAX
Suter	Donna	STUDY Project 350 East 500 South, Suite 202 Salt Lake City, UT 84111 (801) 533-6264 (801) 533-6279, FAX
de Fur	Sharon	Virginia Department of Education Office of Special Education Services PO Box 2120 Richmond, VA 23216 (804) 225-2702 (804) 371-8796, FAX
Sugarman	William	University of Vermont Center for Transition & Employment 499B Waterman Building Burlington, VT 05401 (802) 656-2936 (802) 656-1357, FAX
Edgar	Eugene	Center for Change in Transition Services Experimental Education Unit WJ-10 University of Washington Seattle, WA 98195 (206) 543-4011 (206) 543-8480, FAX

Last Name	First Name	Address/Telephone/FAX
Elliot	Sue	Washington RTAC Washington Department of Special Education Old Capitol Building P.O. Box 47200 Seattle, WA 98504-7200 (206) 685-9665 (206) 543-8480, FAX
Rich	Jim	State of Washington Superintendent of Public Instruction Old Capitol Building, FG-11 PO Box 4720 Olympia, WA 98504-7200 (206) 753-6733 (206) 586-0247, FAX
Kellogg	Ann	DPI/BEC 4th Floor 125 South Webster Street PO Box 7841 Madison, WI 53707-7841 (608) 267-3748 (608) 267-1052, FAX
Sable	David	West Virginia Statewide Transition #2 Players' Club Drive Charleston, WV 25311 (304) 558-1244 (304) 558-0596, FAX

ACTIVITIES OF PARENT TRAINING AND INFORMATION CENTERS

Competitive grants are offered "to non-profit organizations for the purpose of providing training and information to parents of infants, toddlers, children, and youth with disabilities and persons who work with parents to enable such individuals to participate more effectively with professionals in meeting the educational needs of children with disabilities" (§1431(d)(1) of IDEA). As required by IDEA, an annual summary of activities and information about the Parent Training and Information Centers is included in this Appendix.

Table I.1 Number of Parents Served by Parent Training Grantees by Disability Condition of Their Children

Child's Primary Disability Category	Number of Parents	Percentage of All Parents
Attention deficit disorder/attention deficit hyperactivity disorder	23,255	11.7
Autism	8,118	4.1
Emotional disability/emotional disturbance-behavior disorder	14,965	7.5
Health impairment/medically fragile or at-risk	7,206	3.6
Hearing impairment/deafness	5,167	2.6
Learning disability	31,567	15.9
Mental retardation	23,736	11.9
Multiple disabilities (none primary)	7,137	24.4
Neurological impairment	6,016	3.0
Orthopedic impairment	5,505	2.8
Speech/language disorder	7,764	3.9
Traumatic brain injury	2,587	1.3
Visual impairment/blindness	2,826	1.4
Suspected but undiagnosed disability	9,667	4.9
Other (specified)	27,217	13.7
Total parents served	199,174	100.0
Parents with children 0-5[a/]	29,292	14.7
Parents with minority children[a/]	48,003	24.1

Notes: Forty-six of 64 Parent Training Grantees provided information.

a/ These data represent a duplicated count; they are a subset of the total number of parents served.

Source: Department of Education, Office of Special Education Programs, Division of Personnel Preparation (DPP).

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Table I.2 Number of Parent Training Grantees Providing Training by Purpose and Type of Training

Mode of Training	Purpose of Training					
	Understand Child's Disability	Support Child's Educational Program	Communicate Effectively With Professionals	Participate in Educational Decision Making	Obtain Information About Programs, Services, and Resources	Understand IDEA Regarding Their Child's Education
Newsletter/bulletin	42	42	44	42	43	43
Brochure/leaflet/pamphlet	38	39	39	40	43	41
Letter	39	41	39	40	40	41
Telephone call	43	43	43	43	43	43
Personal interview	41	42	43	43	43	43
Lecture	38	37	38	39	38	39
Seminar	34	35	37	36	35	36
Panel	39	39	42	40	40	39
Roundtable discussion	37	38	41	36	41	38
Workshop/conference	40	40	42	42	42	42
Institute	34	34	34	34	34	34
Peer tutoring	37	37	37	36	36	35
Survey/needs assessment	36	37	39	37	38	37
Question & answer handout	38	40	37	39	38	41
Manual/handbook/guidebook	37	41	39	39	40	41
Calendar of events	1	2	2	2	6	4
Directory	2	3	2	2	5	2
Bibliography	35	34	34	34	34	34
Resource list	40	40	38	39	43	40
Book	2	4	4	3	3	4
Legislation	0	2	1	4	1	4
Regulations	0	2	2	4	0	3
Film, videotape/videodisc	38	38	37	38	37	40
Electronic bulletin board	4	3	3	4	4	3
Other	0	0	0	0	0	0

Note: Forty-six of 64 Parent Training Grantees provided information.
For each type of training, respondents could indicate more than one purpose for the training.

Source: Department of Education, Office of Special Education Programs, Division of Personnel Preparation (DPP).

Table I.3 Number of Agencies and Organizations Consulted by Parent Training Grantees

Level	Number of Agencies Consulted	Percentage of Total
National	1,154	7.2
State	3,439	21.4
Regional	2,921	18.2
Local	8,557	53.2
Total	16,071	100.0

Note: Forty-six of 64 Parent Training Grantees provided information.

Source: Department of Education, Office of Special Education Programs, Division of Personnel Preparation (DPP).

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Table I.4 Number of Parent Training Grantees Using Various Strategies to Reach Parents of Minority Children

Strategies	Number of Grantees
Contacted church	26
Contacted school/PTA	42
Contacted local charitable organization	35
Contacted hospital/clinic	36
Contacted State's lead agency	36
Formed committee/advisory group/task force	29
Used census information	32
Contacted minority organization	40
Hired minority staff	32
Involved minority volunteers	40
Developed or used video/audio materials featuring minority adults/children	24
Trainers include members of minority group	35
Translated written materials into minority language/style or used available minority materials	37
Posted in minority neighborhoods notices of workshops/meetings	36
Held training in minority locales	39
Other	22

Note: Forty-six of 64 Parent Training Grantees provided information.
Respondents could indicate more than one strategy for including parents of minority children.

Source: Department of Education, Office of Special Education Programs, Division of Personnel Preparation (DPP).

Table I.5 Number of Grantees Participating in Various Networking Activities by Level of Contact

Networking Activity	Level of Contact			
	Nation	Region	State	Local
Joint planning	30	35	83	41
Memberships on joint committees/groups	27	28	44	44
Joint meetings, workshops, or conferences	24	33	43	41
Joint parent training	15	24	35	36
Joint publications	14	14	27	23
Joint products developed and disseminated	7	10	29	21
Joint evaluation	7	11	24	20
Other	2	5	10	10
No networking activity to date	0	1	0	0

Note: Forty-six of 64 Parent Training Grantees provided information.
Respondents could indicate more than one level for each type of network activity.

Source: Department of Education, Office of Special Education Programs, Division of Personnel Preparation (DPP).

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ACTIVITIES OF OSEP-FUNDED CLEARINGHOUSES

On a triennial basis, information about the National Clearinghouse for Professionals in Special Education, National Clearinghouse on Postsecondary Education for Individuals with Disabilities, and the National Clearinghouse on Children and Youth with Disabilities is reported. Information about the number of individuals served, responses utilized, products developed and disseminated, and strategies and activities utilized to reach underrepresented groups are described.

NATIONAL CLEARINGHOUSE FOR PROFESSIONALS IN SPECIAL EDUCATION

Council for Exceptional Children (CEC)
1920 Association Drive
Reston, VA 22091
Telephone: (703) 264-9476 (Voice)
Telephone: (703) 264-9480 (TT)
FAX: (703) 264-9494

The mission of the National Clearinghouse for Professions in Special Education is to collect, analyze, and disseminate information that will guide and facilitate the recruitment, preparation, and retention of qualified, diverse special education and related services professionals as well as to maintain high professional standards.

The audiences it serves are: career information seekers, employment information seekers, State education agency staff and CSPD coordinators, local education agency personnel and school administrators, college and university faculty, and professional association staff.

INDIVIDUALS SERVED BY PROFESSIONS CLEARINGHOUSE

Tables J.1 - J.3 contain information about those who requested information, and the use to which the information was to be put.

OUTREACH TO CULTURALLY AND LINGUISTICALLY DIVERSE GROUPS

1. Attendance at *Connections*, a NICHCY-sponsored group of disability advocacy agencies and individuals.
2. Involvement in *Clearinghouses in Collaboration*, a group of clearinghouses seeking to develop electronic networks for reaching individuals and agencies.
3. Recruitment initiatives focused on individuals from diverse groups, such as the Speakers Bureau.
4. Collecting current data on the demand, supply, and need for special education and related services professionals from multicultural and culturally and ethnically diverse groups.
5. Publications and products focused on minority recruitment and retention staff, such as "State Education Agency Strategies for Recruiting Culturally and Linguistically Diverse Special Education Professionals," *Liaison bulletin*, 22(1).

Table J.1 National Clearinghouse for Professionals in Special Education - Number of Requestors with Self-Reported Disabilities: Year Two, October 1, 1993 - September 30, 1994

Code	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sep.	Total
No	279	357	169	226	292	645	223	216	196	212	861	275	3,951
Yes	8	4	2	2	7	34	8	4	2	5	62	17	155
Monthly Total	287	361	171	228	299	679	231	220	198	217	923	292	
Cumulative Total	287	648	819	1,047	1,346	2,025	2,256	2,476	2,674	2,891	3,814	4,106	4,106

able J.2 National Clearinghouse for Professionals in Special Education - Occupation Summary: Year One, October 1, 1993 - September 30, 1994

Code	Occupation	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sep.	Total
01	Junior/Middle School Student	0	1	0	1	1	3	1	3	0	1	3	0	14
02	High School Student	8	14	21	15	20	44	20	9	8	9	37	23	228
03	Undergraduate Student	26	39	22	30	32	166	51	41	39	32	290	63	831
04	Graduate Student	7	4	7	13	17	44	11	10	11	19	57	31	231
05	Parent	1	2	1	5	2	1	0	1	1	0	1	1	16
06	Regular Education Teacher	3	9	2	7	7	63	15	6	8	8	104	22	254
07	Special Education Teacher	16	19	10	13	39	39	17	24	17	14	49	16	273
08	Professor, Regular Education	1	0	0	0	0	1	2	1	0	2	1	0	8
09	Professor, Special Education	5	2	3	1	7	9	1	5	6	6	7	13	65
10	Professor, Other	0	1	0	0	1	0	0	0	0	0	0	0	2
11	Administrator	0	4	2	2	3	1	1	1	2	2	0	2	20
12	Administrator, Special Education	2	3	3	2	9	9	4	8	8	4	2	3	57
13	Administrator, General Education	0	0	0	0	0	1	2	1	0	2	0	0	6
14	Counselor/Guidance	3	13	3	10	14	6	6	19	16	11	11	13	125
15	Researcher	0	0	0	0	0	0	1	0	0	2	0	0	3
16	Consultant	0	0	2	0	0	0	2	0	0	1	0	0	5
17	Librarian	1	3	1	2	3	4	4	7	5	6	3	2	41
18	Paraprofessional	6	5	5	0	2	7	4	2	1	1	15	2	50
19	Related Services	5	6	3	0	1	9	4	2	1	3	1	1	36
20	Press/Media	0	0	0	0	0	0	1	1	0	0	0	0	2
21	Information Specialist/Technical Assistance Provider	1	0	1	1	1	3	0	0	2	7	0	1	17
22	Military	0	0	0	0	0	3	0	0	2	2	2	1	10
23	College Degree	12	10	9	11	21	148	25	19	12	30	245	52	594
24	Adult Non-Degree	1	8	6	3	7	14	3	4	6	4	26	5	87
98	Other	1	1	1	0	1	3	4	2	3	1	8	2	27
99	Unknown	188	217	69	112	111	101	52	54	50	50	61	37	1,102

Table J.3 National Clearinghouse for Professions in Special Education - Use of Information Summary: Year One, October 1, 1993 - September 30, 1994

Code	Use of Information	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sep.	Total
01	Personal (Career)	254	302	136	183	220	603	168	153	134	161	863	226	3,403
02	Grant Proposal	1	1	0	0	1	2	0	3	3	4	11	9	35
03	Research and Professional Paper	1	3	9	3	8	6	0	5	2	3	4	5	49
04	Program Planning	3	3	2	3	2	2	0	4	9	3	0	7	38
05	Dissemination	3	10	2	7	35	17	2	4	6	4	0	1	91
06	Popular Press Article	0	0	1	0	0	0	1	0	0	0	0	0	2
07	Reference Collection	8	23	9	16	11	17	18	33	25	28	14	21	223
08	Candidate Search	1	2	1	1	0	0	2	1	1	0	0	0	9
09	Personal (Job Search)	15	12	10	15	17	29	32	14	15	11	24	16	210
98	Other	0	0	1	0	1	0	3	2	1	2	2	1	13
99	Unknown	1	5	0	0	4	3	5	1	2	1	5	4	31
	Monthly Total	287	361	171	228	299	679	231	220	198	217	923	290	4,104
	Cumulative Total	287	648	819	1,047	1,346	2,025	2,256	2,476	2,674	2,891	3,814	4,104	

PUBLICATIONS

The following information products are available from this clearinghouse as of January 1995.

Personnel Supply/Demand

- *Fifteenth Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act: Summary of Supply/Demand Information (1990-91)* - Annual reports to Congress, prepared by the Office of Special Education and Rehabilitative Services, present a variety of data on the status of special education in individual States and in the nation. Among these data are reports on numbers of teachers and other personnel employed and needed. Information pertains to the 1990-91 school year. Published 1993.

- *The Increasing Need for Special Education Teachers: Evidence from the Annual Reports to Congress* - This fact sheet illustrates the increases in the numbers of special education teachers and students and the corresponding increasing shortage of special educators. Student data from 1976-77 to 1990-91 are presented along with data on employed special educators, shortage of special educators, and student-teacher rations from 1976-77 to 1989-90. Published 1992.

- *Demand for Special Education Teachers, Staff, 1990-91* - This chart shows data from the 15th Annual Report regarding teachers employed and needed. Data are listed by State. Published 12/93.

Culturally and Linguistically Diverse Populations

- *Draft Bibliography: Recruitment Practices to Encourage Diverse Populations to Consider Careers in Special Education and Related Services* - Provides 57 citations of books and journal articles that describe specific strategies to recruit personnel. Includes initiatives by colleges and universities, State educational agencies, and districts. Published 12/93.

Early Intervention

- *Meeting the Needs of Infants, Toddlers, and Preschool Children with Disabilities* - This is a reprint of Chapter 2 of the Fifteenth Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act. Published 1993.

- *Part H Coordinators* - A list of the State coordinators of programs for infants and toddlers with disabilities aged 0 to 2. Published 1993.

Careers in Special Education and Related Services

- *Variety of Professionals Provide Services to Students with Disabilities* - This brief identifies many of the professions involved in providing special education, related services, and early intervention to infants, toddlers, children, and youth with disabilities. It also describes career opportunities in those professions.
- *Teaching Special Education* - This brief describes the advantages of careers in the special education teaching profession. Published 1992.
- *Paraprofessionals have the Advantage to Advance to a Professional Career* - This brief invites the paraprofessional to consider becoming a special education teacher. It describes the advantages of a career, the diverse professional settings, and how to begin a professional career. Published 8/88.
- *VOLUNTEER! Find Out More About Careers in Special Education* - A brief description of options for volunteering to work with individuals who have disabilities and tips for finding volunteer opportunities. Published 1992.
- *You Can Make a Difference!* - This brochure provides a general overview of careers in special education and related services professions.
- *Career Resources* for individual States. Currently available: California, Florida, Georgia, Michigan, New York, New Jersey, North Carolina, Ohio, Pennsylvania, Texas, Utah and Virginia. Published 9/94.
- *Special Education Recruiters* - A list of special educators who have volunteered to talk to individuals interested in a career in special education. Published 4/94.
- *State Licensing Agencies* - A list of State offices responsible for licensing teachers, including special education teachers, in each of the 50 States. Published 1993.
- *Career Flyer: Early Childhood Special Educator* - An overview of a career as an early childhood special educator. Describes nature of work, work settings, and educational requirements. Includes practitioner profiles. Published 10/93.
- *Career Flyer: Special Education Resource Teacher/Elementary Level* - An overview of a career as a special education resource teacher at the elementary level. Describes nature of work, work settings, and educational requirements. Includes a practitioner profile. Published 10/93.
- *Related Services Professional Associations* - List of professional associations serving related services professionals. Published 7/94.

- *Rehabilitation Counseling* - This brief describes the nature of the work, the work setting, earnings and advancement opportunities, and training and qualifications of rehabilitation counselors. Published 4/87.

- *You Can Prepare for a Diverse Career in Physical Education* - This brief describes the field of adapted physical education. Published 1992.

- *Education Therapy* - An overview of a career as an educational therapist. Published 2/94.

Certification

- *Alternative Routes to Teacher Certification* - Presents a thorough discussion of the concept of alternative certification. Also included are summaries of approximately 20 State-level alternative certification programs, as well as who to contact for further information. Published 8/89.

Personnel Preparation

- *Higher Education Programs for Personnel Preparation in Special Education* - Colleges and universities that offer programs in special education fields in each of the 50 States are listed. Each institution is coded by level of program and areas of preparation offered.

- *Clearinghouse Mailbox: How to Choose a Graduate School* - This brief describes some factors to consider when selecting a graduate school in special education. Published 1994.

- *Higher Education Programs in Specialized Areas of Preparation* - Lists colleges and universities throughout the country that offer special education preparation programs in specialized areas. Each institution is coded by level of program. List includes other areas of preparation offered. Areas of preparation discussed are:

    - adapted physical education;
    - behavioral disorders;
    - early childhood;
    - doctoral level programs;
    - transition;
    - bilingual;
    - para-educator programs;
    - hearing impairments;
    - historically black colleges and universities;
    - other minority institutions; or
    - Hispanic serving institutions.

Recruitment/Retention

- *State Employment Clearinghouse* - A list of employment clearinghouses, or "job-banks," in 38 States. Published 9/94.
- *Clearinghouse Mailbox: Job Search Strategies* - This brief describes strategies job seekers may want to use when looking for a special education position. Published 5/93.
- *Heroes Have a Thousand Faces* - This brochure is targeted at high school and junior college audiences. It provides a brief introduction to special education as a career option.
- *Speakers Bureau Fact Sheet* - This fact sheet gives a brief summary of a joint project with NASDSE and CEC to create a speakers bureau. Published 8/93.
- *CSPD Coordinators* - Lists the coordinators of the comprehensive system of personnel development in each State. Published 10/94.
- *Teachers Make Great Recruiters* - A reprint of a *TEACHING Exceptional Children* article describing the efforts of three States to create speakers bureaus using classroom teachers as speakers. Highlights speakers' experiences. Published 1993.
- *Draft Bibliography: Recruitment Practices to Encourage Diverse Populations to Consider Careers in Special Education and Related Services* - Provides 57 citations of books and journal articles that describe specific strategies to recruit personnel. Includes initiatives by colleges and universities, State educational agencies, and districts. Published 12/93.

Accreditation Standards

- *Accreditation of Personnel Preparation Programs: National Association Contact Information* - This fact sheet identifies the sources of technical assistance to institutions of higher education seeking to meet accreditation standards of national accrediting bodies for special education and related services. Published 1992.

Financial Aid

- *Financial Aid Resource Guide* - This brief provides information on finding financial assistance to pursue preparation in special education and related service professions. Published 8/94.

- *State Financial Aid Agencies* - Lists SSIC and Douglas contacts by State. Published 9/94.
- *Guaranteed Loan Agencies* - Lists GSL agency contacts by State. Published 9/94.

Miscellaneous

- *State Directors of Special Education* - Lists State directors of special education in the 50 States, District of Columbia, and Outlying Areas. Published 10/94.
- *Colleges and Universities that have Programs Meeting CEC's Accreditation Standards* - Lists the 179 colleges and universities that have met CEC's standards, usually through NCATE review. Published 1993.
- *National Clearinghouse for Professions in Special Education Brochure* - Published 1994.

HEATH RESOURCE CENTER
National Clearinghouse on Postsecondary Education for Individuals with Disabilities

One Dupont Circle, Suite 800
Washington, D.C. 20036
Telephone: (202) 939-9320 (Voice/TT)
FAX: (202) 833-4760
Toll-Free: (800) 544-3284 (Voice/TT)
Internet: HEATH @ ace.nche.edu

The HEATH Resource Center, a program of the American Council on Education, is a clearinghouse that operates under a Congressional mandate to collect and disseminate information nationally about disability issues in postsecondary education. Funding from the Department of Education enables HEATH to increase information about educational support services, policies, and procedures related to educating or training people with disabilities after they have left high school.

To carry out its mission, this clearinghouse:

- identifies and describes educational and training opportunities;
- promotes accommodations that enable full participation by people with disabilities in regular, as well as specialized, postsecondary programs; and
- recommends strategies that encourage participation in the least restrictive and most productive environment possible for each individual.

To accomplish these goals, this clearinghouse has an extensive publication program, a toll-free telephone service, electronic accessibility via fax and Internet, and a professional staff that participates in developing and maintaining a strong network of colleagues across the country.

INDIVIDUALS SERVED BY THE HEATH RESOURCE CENTER

This clearinghouse reaches individuals primarily in three ways: staff response to inquiries, dissemination of *Information from HEATH* (newsletter) to a regular list of subscribers, and staff participation in conferences.

- *Inquiry response* is the most direct way this clearinghouse serves people. As shown below, during FY 1993-1994 HEATH responded to 30,403 inquiries from a constituency that is fairly balanced between consumers and professionals. Inquiries come by telephone, mail, electronically, and via "input." Input includes periodicals, press releases, monographs, brochures, and announcements.

The most frequently used means of response to inquiries is the telephone. Sixty-eight percent of all inquiries are made by telephone, which means that staff handle an average of 83 telephone calls per day. The average length of call is 3.5 minutes. Most telephone calls, most electronic inquiries, and all letters are also responded to with an individualized packet of HEATH materials, which is mailed to inquirers in a timely manner. Some letters receive an individually researched response. Some electronic messages are answered electronically. HEATH materials from which the individualized packet is selected include the following: 16 resource papers, 20 topical newsletter reprints (some are several items on the same topic), several brochures, directories, monographs, and guides. HEATH materials are available in print, on audiocassette, or on computer disk.

Information is most frequently requested on the topics of financial aid, learning disabilities, and choosing a college.

Table J.4 Number of Individuals Served by HEATH: 1993-94

Type of Inquiry	Total for Year	Average/ Month	Percent of Total
Telephone	20,017	1,668	66
Mail/Fax	4,900	411	16
Electronic	3,621	302	12
Input	1,835	153	6
Total	30,403	2,534	100

- *"Information from HEATH"* is the clearinghouse newsletter. Reaching the subscribers to this newsletter on a regular basis is another way HEATH serves individuals. By the end of the year, the subscriber list included more than 15,000 individuals, about 400 of whom are located in countries outside of the United States. The subscribers represent the following groups.

Table J.5 Subscribers to "Information from HEATH"

Background	Number	Percent of All Subscribers
Postsecondary Educators	5,559	36
Consumers	3,243	21
Organizations/Associations	2,625	17
Others (journalists, librarians health care providers, students doing research)	2,471	16
Secondary Educators	1,544	10
Total	15,442	100

A recent survey of HEATH newsletter subscribers reveals that 66 percent of the respondents share their newsletter with colleagues and others, half pass along information to students and administrators, two in five give it to parents and counselors, and one in three distribute it to instructors.

- *Participation by HEATH staff in conferences* is the third way this clearinghouse serves people. Numerous publications were disseminated at more than 45 national, regional, and local conferences, workshops, and training sessions at which HEATH staff presented sessions or hosted displays. The audiences at these conferences included students with disabilities; parents and families of high school and college students with disabilities; professionals from organizations of counselors; campus disability support services staff; community college presidents and other administrators; U.S. Department of Education officials and directors of federally funded programs; TRIO project directors; transition service providers; and others.

OUTREACH TO CULTURALLY AND LINGUISTICALLY DIVERSE GROUPS

HEATH staff are engaged in a five-year plan to reach out to people with disabilities who are underrepresented in postsecondary education. Strategies include :

- networking with organizations that themselves reach such groups;
- identifying leaders of minority organizations and brainstorming with them;

- making presentations at workshops and conferences at which participants are from minority backgrounds;
- developing specific workshops to reach people from minority backgrounds; and
- meeting on a regular basis with other national clearinghouses to develop cooperative strategies for outreach.

PUBLICATIONS

During the year, three issues of *Information from HEATH*, the Center's newsletter, were produced. The following topics were addressed:

- technology;
- student leadership (organizations of students with disabilities);
- successful federally funded projects;
- exemplary federally funded publications and other products;
- program highlights;
- President Clinton's education agenda;
- attention deficit disorder;
- new data on students with disabilities;
- economic incentives for hiring people with disabilities;
- deaf-blind students on campus;
- closed captioning decoders;
- international travel and leadership opportunities (for young people with disabilities);
- organizations to note;
- reviews of publications, videos, materials produced by others; and
- announcement of new materials from HEATH.

Resource papers which were developed or updated during the year include *1994 - Financial Aid for Students with Disabilities, Make the Most of Your Opportunities -A Guide to Postsecondary Education for Adults with Disabilities, Educational Software and Adaptive Technology for Students with Learning Disabilities,* and *Distance Learning and Adults with Disabilities.*

The directory, *National Resources for Adults with Learning Disabilities* was developed by HEATH and the National Adult Literacy and Learning Disabilities Center, and was disseminated jointly.

A listing of *1994 Summer Pre-College Programs for Students with Learning Disabilities* was collected, annotated, and disseminated as well.

The brochure, *Section 504 - The Law and its Impact on Postsecondary Education,* was updated and disseminated.

The guide, *Recruitment, Admissions, and Students with Disabilities,* was prepared by HEATH staff for publication and was disseminated by the American Association of Collegiate Registrars and Admissions Officers. Another guide, *How to Choose a College - Guide for the Student with a Disability,* was updated and jointly published and disseminated with the Association on Higher Education and Disability.

Responding to Disability Issues in Student Affairs (a Jossey Bass monograph) contains a chapter, "Transition to Higher Education," written by HEATH Director Rhona C. Hartman.

NATIONAL INFORMATION CENTER FOR CHILDREN AND YOUTH WITH DISABILITIES

1875 Connecticut Avenue, N.W.
Washington, D.C. 20009
Telephone: (800) 695-0285 (Voice/TT)
FAX: (202) 884-8441

NICHCY's mission is to provide free information and referral services to individuals with disabilities, caregivers, families, professionals, and others, allowing them to assist children and youth (up to age 21) with disabilities in participating as fully as possible at home, in school, and in their community. NICHCY accomplishes this mission by helping information flow from those who have it to those who need it.

INDIVIDUALS SERVED BY NICHCY

NICHCY staff respond to requests by telephone, mail, electronically, and at conferences. We respond by providing information on the area of inquiry and referral to organizations or agencies specializing in this area. In some cases, the request is handled entirely by a phone call or through a conference presentation. In other cases the request is answered by mail. In most cases, an information specialist talks to a caller, discusses the topic asked about, offers some suggestions and referrals, and sends written materials that address the needs as stated. In most cases the materials sent are NICHCY publications, such as fact sheets on specific disabilities, State resource sheets, news digests, transition summaries, briefing papers and parent guides. These materials are written at a variety of reading levels, and many are available in Spanish. NICHCY publications are sometimes supplemented with publications from other organizations.

OUTREACH TO CULTURALLY AND LINGUISTICALLY DIVERSE GROUPS

NICHCY is committed to reaching out to underserved populations and to expanding awareness of disability issues and clearinghouse services. For example, NICHCY established *Connections* in early 1994. *Connections* is a forum enabling a wide variety of organizations that serve children at risk or with disabilities to share new ideas and strategies for meeting the needs of the people each serves. All the organizations serve basically the same populations, although areas of emphasis vary. *Connections* members meet bi-monthly. Over 40 organizations attend *Connections*, including the Child Welfare League of America, AARP Grandparent Information Center, National Institute for Literacy, National Association for Title I/Chapter 1 Parents, National Urban League, Aspira, and the Council for Exceptional Children.

To reach people whose first language is Spanish, who live in rural or urban areas, people in general education, members of various minority groups, people with disabilities and all those considered underserved in the broadest sense, NICHCY outreach activities also include:

Table J.6 NICHCY Data Collection Information: January 1 - December 31, 1994

Request Mode		Requestor Type	
Letters	5,970	Family member	15,774
Publications list	11,748	Professional	18,702
Telephone	29,370	Advocate	756
Electronic	2,448	Disabled adult	540
		Students	3,462
		Library	756
		Parent Organization	1,434
		Organizations	810
		SEA contacts	612
		Unspecified	6,690

Age of Person Inquired About		Disability of Persons Inquired About	
Birth - 2 years	2,754	Attention deficit disorder	11,004
3 - 5 years	4,926	Autism	4,233
6 - 12 years	8,988	Communication disorder	2,253
13 - 18 years	4,962	Cerebral palsy	2,499
19 - 22 years	1,860	Dyslexia	3,804
23 years+	1,254	Developmental delay	264
All ages	14,568	Down syndrome	1,488
Age unknown	10,224	Emotional disturbance	2,619
		Epilepsy/seizure disorder	744
		Hearing impairment	1,569
		Head injury	906
		Learning disability	5,721
		Medical/health related	336
		Mental retardation	1,815
		Physical disability	884
		Pervasive developmental delay	141
		Rare condition	4,998
		Spina bifida	681
		Severe/multiple disabilities	591
		Disability unspecified	18,105
		More than 3 disabilities	24,183
		Visual impairment	1,029

Table J.6 (cont'd)

Nature of Request		Response Type	
Academic education	609	Prepackaged response	62,964
Adaptive equipment	36	Search and copy	8,286
Financial resources	708	Custom letter	249
Independent/community living	42	Multiple copy response	2,640
Information on a disability condition	12,636	Telephone response	3,618
Legal/policy issues	2,214	Conference materials	11,196
NICHCY publications	43,608		
Recreation	33		
Related services	1,026		
Other	3,744		
Vocational education	222		

- NICHCY publications translated into Spanish;
- NICHCY materials available in alternative formats;
- NICHCY publications written for different literacy levels;
- representation on several Boards, including ACRES (American Council for Rural Special Education) and NCPIE (National Coalition for Parent Involvement in Education);
- specific outreach to regular education groups, such as the National PTA;
- development of conference database to include conferences in general education as well as special education; and
- presentations and exhibition of NICHCY materials at conferences.

PUBLICATIONS

Publications are disseminated in October. The new *Student's Guide to Participating in Your IEP* is in the final stages of completion. Produced on audiocassette, the *Student's Guide* will be accompanied by a short publication giving tips for students. The *Student's Guide* will be disseminated early in Year 2. This is the first in the *Student's Guide* series. Another new product, a Technical Assistance Guide entitled *Establishing and Information and Referral Center*, is also in the final stages of production and will be ready for dissemination early in Year 2.

NICHCY continues to develop translations of selected NICHCY products. We have translated the following publications from English to Spanish:

Questions and Answers About the IDEA (News Digest 21)	*Preguntas y Respuestas Sobre IDEA*
Attention Deficit Disorder (RS 17)	*Desorden Deficitario de la Atención*
Parent's Guide: Accessing Parent Groups	*Guia Para Padres: Acceso a los Grupos de Padres*
Parent's Guide: Communicating Through Letter-Writing	*Guia Para Padres: Cómo Comunicarse con la Escuela a Través de la Correspondencia*
Autism and Pervasive Developmental Disorder (FS 1)	*El Autismo*
Speech and Language Impairments (FS 11)	*Trastornos de Habla y Lenguaje*
Public Agencies (GR 4)	*Agencias Públicas*

In addition, *Questions Often Asked About Special Education Services (LG 1)* will also be disseminated as a *Comunicado Informativo*. The document was originally printed as a briefing paper in October 1994.

Numerous publications were updated during this reporting period. These include:

A Parent's Guide to Accessing Program for Infants and Toddlers, and Preschoolers
Attention Deficit Disorder (another update is in process to incorporate, among other things, detailed information about recent changes to the diagnostic criteria)
A Parent's Guide to the ERIC Resource Collection
A Parent's Guide to Planning a Move
Understanding Sibling Issues (News Digest resources only)
Individualized Education Programs (LG 2)
Paying the Medical Bills

In addition, new bibliographies were written. These bibliographies, originally conceived as topical, were divided into two categories. The bibliographies cover such topics as behavior management and assessment. These were divided into home/community use and school use categories. Other topics, such as children's literature, were not divided. Since many of the topics became, in fact, two bibliographies, we have produced bibliographies on seven topics rather than the 10 originally proposed.

The bibliographies developed in Year 1 are:

Children's Literature (1989-94)
Assessing Children for the Presence of a Disability: For Schools
Assessing Children for the Presence of a Disability: For Families

Behavior Management in Schools
Behavior Management in the Home and Community
Mental Health/Mental Illness: Resources for Families
Mental Health/Mental Illness: Resources for Schools

One new topical bibliography, *Assessing Children for the Presence of a Disability*, has been completed for the *News Digest* this period.

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